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ABSTRACT

An English-as-a-Second-Language (ESL) curriculum is presented that was developed and implemented by the Spanish Education Development (SED) Center in Washington, D.C. SED's ESL program, which offers beginning and intermediate instruction during the day and evening, expands from a traditional survival skills base by incorporating a problem solving theme. The program emphasizes the participation of volunteers as teacher aides. This curriculum guide includes the following: description of the SED Center and its approach to adult learners; assumptions about adult learners, adult ESL learners, and SED Center's ESL students; explanation of the incorporation of problem-posing activities into a competency-based curriculum; a flow chart for using resources; and a guide to teacher resources. More than 150 pages of the guide are devoted to specific competencies for four levels of ESL instruction. Exit criteria are presented for reading, writing, listening comprehension, and oral communication. Results of a needs assessment questionnaire administered in 1985 to SED Center students are also reported, with information provided on jobs, need for translation, use of transportation, children, factors affecting future plans, educational background, other languages, where students go and where they use English, anxiety using English, and reading. (LB) Adjunct ERIC Clearinghouse on Literacy Education

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ENGLISH
AS A SECOND LANGUAGE
PROGRAM CURRICULUM

Prepared by the

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Second Edition
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It was very gratifying to us when three area foundations, the Hattie M. Strong Foundation, the Cafritz Foundation and the Public Welfare Foundation, responded to our request for support in development of a curriculum specially tailored to the students that SED Center's ESL program serves. They deserve recognition for their commitment to adult education and to the growing Hispanic community here in Washington, D.C.

Another important backer of this project and of the ESL program as a whole is the United Way of the National Capital Area. Knowing that we have their ongoing support allows our program to continue and flourish.

The development of this curriculum was a cooperative activity of SED Center's ESL staff, with key input from colleagues in other organizations.

The principal curriculum writer was Julietta Hester. I am grateful for her cheerfulness and "stick to it" attitude through this project, and for all the creative contributions she made in our numerous discussions as the curriculum unfolded.

The discussion section, some of the exit criteria and competencies are the work of Linda Sellevaag. My thanks go to her for careful and conscientious contributions in both original writing and critiquing.

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Melissa Kahn
Adult Programs Coordinator
June, 1987

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ABOUT THE SED CENTER

The SED Center is a non-profit, community-based organization located in Washington, D.C.'s culturally diverse Adams Morgan neighborhood. Its mission is to improve educational opportunities for immigrants and low-income residents, most but not all of whom are Hispanic.

The SED Center has four major programs. A sketch of each program follows.

Bilingual Preschool. Founded in 1971 by Hispanic parents and community leaders, the SED Center was the city's first bilingual preschool for low-income Spanish-speaking children. The early emphasis on day care has broadened to encompass a sophisticated developmental curriculum, based principally on the Alerta Curriculum, a bilingual multicultural model developed by Columbia Teachers' College, and the Early Reading Program developed by Dr. Robert Lado of Georgetown University. At present, 60 children, aged two through five, attend the preschool.

English as a Second Language Program. In 1975, SED Center began teaching English as a Second Language to adult immigrants, the vast majority from low-income Hispanic backgrounds. The ESL program has experienced tremendous growth due to the significant increase in the area's Hispanic population over the past six years and currently serves 1,050 students annually.

SED's ESL program offers beginning and intermediate instruction during the day and evening. The curriculum developed for the program is unique in that it expands from a traditional survival skills base by incorporating a variety of problem-posing themes.

Spanish-Language Program. In 1983, SED Center began offering Spanish classes to area residents desiring to expand their skills in communicating with Spanish-speaking peoples. One of the special features of the conversational classes is the opportunity students receive to practice with native Spanish speakers from the community. In addition to conversational classes offered to individuals, job-specific Spanish courses for medical and social services personnel are taught at the worksite on a contract basis.

Volunteer Program. One of the oldest initiatives of the SED Center has been to increase community support of center activities through volunteer participation. Volunteers have been a part of the Center since its founding. Through the Volunteer Program, an accelerated effort was initiated in 1984 to enlist high school and adult volunteers to help supplement various Center activities.

Through the participation of volunteers as teacher aides, ESL students receive greater and more personalized exposure to the English language and to representatives of U.S. culture. The volunteers, for their part, receive training in the teaching of ESL and exposure to various aspects of Hispanic culture.

In 1988, 250 persons provided about 8,000 hours of service, the vast majority of which was in direct contact with students in the preschool and ESL programs. In any given week, 70 to 100 volunteers are actively enhancing educational services.

WHAT WE BELIEVE...

...ABOUT ADULT LEARNERS

1. Diverse Roles and Life Responsibilities

Because adult learners, unlike children, have many life responsiblities and roles (including work, parenthood, extended family, social and spiritual life), they need a different classroom structure than do children. Their busy schedules preclude going to class at certain hours or completing homework every night. Teachers of adults have to understand irregular attendance and to plan class activities as a unit within each class meeting. In this way, students who can not complete homework or come to class every night will still be able to take advantage of learning opportunities.

Since adults are interested in so many different domains outside the classroom, it is essential to bring these interests to the class in the form of relevant curricula and individualization of learning activities. Students' own experiences can be used in lessons both to help individualize and to make curricula more relevant.

2. Relevance of Curriculum to Students' Lives

Because adults become impatient when they don't perceive an immediate application for what is being taught, they should be given opportunities for input into the curriculum regarding their most urgent needs. Understanding the relevance of activities to their daily lives will also encourage students to persevere as will feedback from the teacher.

3. Learning is Voluntary

Because adult learning is voluntary, teachers need to keep up student interest in the classes. Interest in the course will remain high if students actively participate. Homework assignments, if any, should be given as "suggested" rather than "required" work. Because adults have varied reasons for taking classes, (they may be goal-oriented, activity-oriented or socially-oriented), teachers need to cultivate an informal and entertaining teaching style. Learning goals with different types of activities for learning, practicing, recycling and reviewing help students maintain their interest.

4. Different learning styles

Because adults (like children) have a variety of different learning styles, teachers should match these with a variety of teaching styles. Teachers should provide activities for all of the senses, for the entire class, for small groups, and for pairs. They should individualize activities by grouping students and utilizing volunteer support. Students also can share their learning strategies with each other.

5. Negative experiences in past education

Because some adults may have had a series of negative experiences in a traditional school setting that made them feel stupid or incapable of learning, teachers need to experiment with non-traditional pedagogical approaches. For example, teachers can experiment with using more physical movement and conversation, deemphasizing metalinguistic activities such as traditional grammatical explanations.

As mentioned above, teachers should take advantage of student experiences as a topic for lessons; however, they shouldn't force students to divulge information if they don't volunteer it.

Lessons can best be divided into steps, with enough practice and pauses between them for the students to achieve security and success. Working through the steps of each activity, most success is realized by patient teachers who are sparing with their corrections. Increasing teacher wait-time (the "pauses") also has been shown to lead to more student participation in class. Students have more time to think and process information before they are called upon to participate in the activity.

Peer teaching is another method of helping students to relax and understand more. Often one of the students can explain to his peers more clearly than the teacher can. Both students benefit from this relationship: the "student", who has a peer reinforce his learning, and the "teacher", who consolidates his knowledge by explaining it to someone else.

6. More practice makes more perfect

Because it takes more time and practice for an adult to learn a second language than for a child, adults need different types of activities for presentation, practice, recycling and review. Teachers can warm the class up with low-stress activities such as games to lower student inhibitions. Performance objectives should be kept clearly in mind as teachers choose and/or design multiple activities for students. Activities of many kinds for use in achieving performance objectives may be found in the activities section of this document.

...ABOUT ADULT ESL LEARNERS

1. Student motivation

Because students who interact with English speakers learn English more quickly, it is essential to expose them to the English-speaking community. This may be achieved in class through the use of volunteer aides who, by individualizing instruction, give students the confidence to then approach English-speakers outside class.

Working on cross-cultural activities and going on field trips or experiential outings into the community can act powerfully to reinforce the connection between the class and the community and to help bridge the gap between them.

Less directly, teachers can improve students' speaking abilities by increasing student talk time through pair and group work. Students' confidence in talking with native English speakers will rise as their abilities increase.

A problem-posing, Freire approach (see the section on using problem-posing activities, and the Freire themes in this document) may alert students to difficulties in their role in the new culture. This approach provides students with thought-provoking, cross-cultural and sociological dialogues to analyze. This type of analysis increases students' critical thinking capabilities--capabilities they can use when conversing with native speakers of English.

Since Freirian dialogue is a type of uncontrolled discussion, students' fluency improves as they participate. This fluency helps them interact more easily with English speakers.

2. Success and confidence

Because students who *feel* successful tend to *be* more successful with their English language acquisition, thus entering into a cycle of more confidence and success, teachers should increase student confidence with praise and enthusiasm.

Individuals studying in this type of an environment often will take ownership of the healthy learning environment and will begin to praise, encourage and help other students. Teachers might even formalize evolution of a supportive group by creating ground rules for classroom behavior. (See the discussion section for examples of ground rules for discussion.)

Teachers can provide an individualized program with a step-by-step sequence where learners move at their own pace, becoming successful as they complete the sequence of steps. Clearly, teachers using this approach encourage success, confidence and self-reliance simultaneously.

3. Independent learning

Because independent learners will take charge of providing themselves with comprehensible input whenever they are in a language learning situation, be it inside or outside the classroom, the teacher should promote students' independence. She/he can do so through individualization--leading to more self-reliance, through small group work--leading to more confident interaction with others, or through sharing learning strategies for use in or outside of the class.

4. Affect and intellect

Because students are whole beings, integrating affective and intellectual aspects, they should be given the tools to express both sides of themselves in their second language. To do so they need both cross-cultural information and practice and the language of feelings (e.g., "I feel homesick because I miss my family.") These aspects of curriculum are often ignored in the rush to teach students as much English as possible.

...ABOUT SED CENTER'S ESL STUDENTS

1. Immigration status

The majority of students in SED's ESL program are from Central America. Other students come from Africa, Europe, and Asia. Whatever their point of origin, refugees may feel powerless due to linguistic, cultural, economic, and immigration problems in the United States. For some, painful experiences under repressive governments have caused them to become silent or passive, making life in the U.S. all the more difficult. As the first contact for many students, teachers are sources of information about U.S. law and civil rights. Teachers also are often the first sympathetic contact and can provide an atmosphere of dignity and respect for students.

Because of the extra burden that some students at SED carry, teachers must respect the privacy of those who prefer not to volunteer information on sensitive subjects.

2. Silent Period

Some beginning students don't have the English language skills to say anything in English yet. Others are withdrawn due to past experiences in their home countries. Both of these factors result in a similar silent state. This "silent period" should be accepted by the teacher as a natural part of language acquisition. During the silent period the teacher can provide comprehension activities not requiring a lengthy response. In this way, students will develop their passive understanding as they gradually become more vocal. Small group work at this stage will give them a less threatening place to begin talking.

As students begin speaking, teachers can encourage them by providing information-gapping tasks which require student to student interaction to be completed (e.g., give students interview forms to fill out in pairs, not allowing them to look at their partner's form). The teacher can also foster more student talk-time by speaking less him or herself and acting as a facilitator rather than a drill-master.

3. Culture shock

Because displacement can cause culture shock and disorientation, students need information and practice activities about the new culture and its similarities and differences to their own. Their own experiences, when volunteered, should be a part of lessons, leading the group to a better understanding of cross-cultural issues. Teachers may want to formally address the stages of culture shock.

4. Survival English

Because many students have been surviving in the U.S. without much English, teaching them "survival English" may not be the panacea it has appeared to be. If English is the language of the future for our students, we hope it provides them with an opportunity for more than mere survival. The first step in finding out the students' own language needs is to ask them where they need to use English and where they would like to do so. SED's ESL teaching staff is encouraged to conduct informal needs assessments with each class in order to determine student's most urgent language needs.

5. Traditional classroom

In most cases, students are accustomed to and expect a traditional, teacher-centered program and class. However, students may be willing to try a student-centered, non-traditional approach if they feel that they are learning and if their privacy is respected when they don't wish to participate.

6. Oral Society

Because many students are not from a print-oriented segment of their society, but rather from a sector emphasizing oral skills, the teacher can capitalize on this difference by beginning with oral activities which lead to written activities, thereby emphasizing the connection between the two modes of language. Use of visuals, such as pictures, photographs, realia, etc. is also recommended for non-literate and semi-literate students as a transition to print.

INCORPORATING PROBLEM-POSING ACTIVITIES INTO A COMPETENCY-BASED CURRICULUM

Why include a problem-posing component in a competency-based curriculum?

The sections of the Refugee Education and Employment Program (REEP) curriculum (Arlington County Public Schools, 1985) chosen for SED's ESL classes are useful in fulfilling students' immediate needs in their new U.S. environment. The survival skills which they will learn from it, however, do not address all of their needs. Other needs include making sense of a new environment by comparing it with their own customs and deciding which aspects of old and new to incorporate into their own lifestyles. Students need to engage in activities that encourage them to actively confront life and its problems in the new environment despite threatening conditions such as undocumented status, discrimination, or inadequate English. We work on the assumption that students who find themselves in a challenging new environment need to be able to question their place in it and to explore alternative courses of action.

SED's ESL classes can allow students three kinds of input and interaction: *linguistic*, for practice of the second language in a safe environment; *cross-cultural*, for discussion of cultural similarities and differences; and *problem-posing* and *empowering* for critical thinking about life here and exploration of alternatives.

The REEP curriculum was originally created to help refugees increase their English language skills and their employability skills upon their arrival in the United States. It addresses the linguistic category directly, dealing with grammar, oral skills, vocabulary and situational needs. Cross-cultural comparison is also introduced in the REEP curriculum by means of questions. In order to expand the cross-cultural component of our ESL program and to develop a significant problem-posing component, we have looked to the philosophy of Paulo Freire and others who have built upon his insights and applied them to second language learning (e.g., Nina Wallerstein).

Freire provides us with a philosophy of education that allows groups to get actively involved, breaks through apathy, and develops critical awareness of the causes of problems. The major principles of his work are that:

- no education is ever neutral;
- education must be relevant, focusing on issues of current importance as identified by the participants;
- a problem-posing approach is essential;
- "dialogue," a process in which all participants share ideas, helps mutual learning to take place;
- a continuing cycle of reflection and action allows people to change their lives (summarized from *Training for Transformation*, 1984, by Ann Hope and Sally Timmel).

In order to identify the issues of current importance to SED's students, we spoke with community members and students. In addition, over the last few years, our teachers have been developing codes for use in class, based on discussions of concerns which arose spontaneously with students. Many of the ideas for suggested codes that are included later in this curriculum are based on actual incidents shared by students with us.

The following parts of this section deal with a description of codes, how they can be used, and the issues that come up when using a problem-posing approach with ESL students.

What are codes?

In *Language and Culture in Conflict* (1983, pp. 19-20), Wallerstein gives an overview of codes and their characteristics.

After teachers listen to the concerns of their students and select a theme or a series of problems, they draw up lessons in the form of codes to stimulate problem-posing. Codes (or 'codifications' in Freire's terms) are concrete physical expressions that combine all the elements of the theme into one representation. They can take many forms: photographs, drawings, collages, stories, written dialogues, movies, songs. Codes are more than visual aids because they initiate critical thinking.

No matter what the form, a code is a projective device that is emotionally laden and identifiable to students. Discussion of the problem will liberate energy that can stimulate creativity and raise motivation for using English. A good code should have these basic characteristics:

1. It must represent a daily problem situation that is immediately recognizable to students. (They already deeply know what is being discussed.)

2. That situation, chosen because it contains personal and social affect, is presented as a problem with inherent contradictions. The code (picture, story, etc.) should illustrate as many sides of the contradiction as possible, yet be simple enough for students to project their own experience.

3. The code should focus on one problem at a time, but not in a fragmentary way. It should suggest connections to other themes in people's lives.

4. The code should not provide solutions to the problem, but should allow students to develop their own solutions from their experience.

5. The problem presented should not be overwhelming to students. There should be room for small actions that address the problem even if they don't solve it. Local community issues usually provide opportunities for students to have an impact with small-scale actions.

In essence, a code sums up or 'codifies' into one statement a problem (or contradiction) that people recognize in their lives: need for English vs. loss of native culture, stress at work vs. need for work, disappointment vs. hope from expectations of the U.S. Each problem is complex, without narrowly defined good and bad sides. Students can project their own feelings and opinions in an attempt to negotiate solutions."

How are codes used?

Once the code has been created, it is explored by students and teacher through "decoding" -- a five-step process. As explained by Wallerstein, decoding consists of a series of questions which guide students from description of the dialogue, picture or other code, through discovery of a problem, to possible solutions to the problem. Here is the decoding procedure as described by Wallerstein (1983, pp. 20-21).

1. Have students describe or name the content and feelings in the code: "*What* do you see?"

2. Ask the students to define the problem concretely: "What is the problem here?" Address as many sides of the issue as possible.

3. Elicit similar problem situations in students' lives. "Do you also experience this? How is it the same? How is it different? How do you *feel* about it?". (Also ask if anyone has coped successfully with this issue before. Draw on their successes as well as their difficulties.)

4. Direct students to fit their individual experiences into a larger historical, social, or cultural perspective. Ask them to project opinions: "*Why* is there a problem? Why do you think?

5. Encourage students to discuss alternatives and solutions: "What can you *do*?" Have students attempt small actions that will provide a new perspective on this problem or in some way ameliorate it. Again, ask for success stories.

Note: Some SED Center students may be undocumented. (SED does not ask them.) This presents a challenge in using a problem-posing approach. Encouraging students to speak up outside the classroom about certain difficulties may bring consequences that threaten the students' continued residence in the U.S. Therefore, students may not wish to take an assertive role in confronting these difficulties or to even discuss them in class. Insisting on these types of discussions, before an atmosphere of trust has developed, may create tension or cause students to drop out. Thus, teachers must introduce problem-posing codes with sensitivity towards the students.

How does the English proficiency of students affect their ability to explore codes?

Using a problem-posing approach in Levels 1 and 2 is difficult due to students' low level of English proficiency. They are not yet able to explore codes fully in English in these levels. In other words, students will not yet be able to complete the five stages of questioning outlined by Wallerstein.

However, two areas of preparation are possible for later problem-posing work in Levels 3 and 4. First, the content of oral and written activities should be problem-posing and realistic in Levels 1 and 2. Second, classroom activities can encourage students to provide input and feedback from the start.

In Levels 1 and 2, expose students to many codes and explore the first three stages of questions. Ask them:

1. What do you see?
2. What's the problem?
3. Do you have this problem?

In Levels 3 and 4 they will discuss these questions, and:

4. Why is there a problem?
5. What can we do about it?

After some time, when students are familiar with this process, help them formulate the questions about the codes. Being able to question is one key step in critical thinking.

Sample Codes for Beginning Levels

1. INTERVIEW

Problem: Students have difficulty finding jobs in the U.S. because of undocumented status.

MANAGER: What's your name?

JOSE : José.

MANAGER: Where are you from?

JOSE : El Salvador.

MANAGER: Can you cook?

JOSE : Yes, I was a cook in my country.

MANAGER: What's your social security number?

JOSE : I don't have one.

MANAGER: I'm sorry. No social security number, no job.

2. WORKING HOURS

Problem: Students have excessive work demands that conflict with their desire to learn English.

MARIA: What's the matter, Juan? You look tired.

JUAN : I am. I worked until 3 a.m., washing dishes in the restaurant.

MARIA: My God! What hours do you work over there?

JUAN : I'm supposed to work from 5 p.m. to midnight, but sometimes I have to stay late to finish up.

MARIA: It must be difficult to study English, when you have to work so much.

3. WORKING CONDITIONS

Problem: Students often work at jobs that are low paying and/or lack benefits.

JUAN : Tell me about your job.

EUGENIA: I work in People's Drug store. I'm a cashier. I run the cash register.

JUAN : Oh. How much do you get paid?

EUGENIA: Not very much. Only 4.75 an hour.

JUAN : That's not too much! And everything is expensive.

EUGENIA: Right. And where do you work?

JUAN : In Bethesda. I'm a construction worker.

EUGENIA: Do you get paid much?

JUAN : Yes. About $10 an hour. But no insurance.

EUGENIA: Be careful! Your job is dangerous!

4. HEALTH

Problem: Students often don't have enough money to pay for medical care.

BILL : What's the matter? Why are you crying.?

JUANITA : My little girl is very sick.

BILL : Where is she? Can I help?

JUANITA : She's in the hospital in Southeast.

BILL : Which one?

JUANITA : DC General. The doctors say she needs an operation.

BILL : How come? What's wrong with her?

JUANITA : Her kidneys are bad.

BILL : When is the operation?

JUANITA : May 15. Next Thursday. I'm very worried.

BILL : Do you have insurance?

JUANITA: No, and I don't have much money.

Using the Codes in *Language and Culture in Conflict*

Levels 3 and 4 can use the problem-posing codes from Nina Wallerstein's *Language and Culture in Conflict* in class. In addition, they can give teachers and students ideas for creating new codes.

The codes that Wallerstein has developed can be related to the specific areas in the SED curriculum as follows:

	Page no. in *Language and Culture in Conflict*
A. Personal I.D.	
I'm new here	p. 52
What does he or she look like?	p. 61
What do you want to be?	p. 64
Rolando Galang's story	p. 80
Why did you come?	p. 128
A refugee story	p. 130
What is your job?	p. 162
B. Telephone/ Communication	
I need help	p. 54
Calling the clinic	p. 144
C. Food	
In a fast food restaurant	p. 90
More restaurants	p. 96
Food prices	p. 182
Shopping in different countries	p. 184
Shopping complaint	p. 186
D. Health	
How do you feel?	p. 56
Calling the clinic	p. 186
At the drugstore	p. 146
How do you pay?	p. 148
Neighborhood health	p. 150
Work health	p. 152
Medical role plays	p. 154
Stress at work - Honja Na's story	p. 156

My health	p. 158
Safety in the electronics plant	p. 176

E. Money/Banking

Food prices	p. 182
Advertisements	p. 188
At the bank	p. 190
Sending money home	p. 192

F. Transportation

Getting around	p. 90
I'm lost	p. 110

G. Housing/Neigborhood

Cultural neighborhoods	p. 100
My home	p. 106
My neighborhood	p. 108
Renting a home	p. 112
Home repairs	p. 114
My neighborhood in my home country	p. 116
Neighborhood health	p. 150

H. Consumerism

At the drugstore	p. 146
Food prices	p. 182
Shopping in different countries	p. 184
Shopping complaint	p. 186
Advertisements	p. 188

I. Finding a job

What do you want to be?	p. 64
Why did you come?	p. 128
What is your job?	p. 162
Looking for work	p. 166
Job application	p. 168
Laid off	p. 170

J. On the job/Upgrading your Job

Work health	p. 152
Stress at work - Honju Na's story	p. 156
What is your job?	p. 162
Work in the home	p. 164
Work in my home country	p. 172

Women and work p. 174
Safety in the electronics plant p. 178
Union p. 178

K. Community Services

What's happening in my community? p. 118
Community organizing p. 120
Public assistance p. 194
Taxes and public service p. 196

L. Daily routine

At home everyday p. 72
Housework p. 74
Taking care of children p. 76
Going out p. 84
My health p. 158
Work in the home p. 164

M. Family

My familiy (1) p. 56
My family (2) p. 70
Taking care of children p. 76
Teenagers p. 78
Family life p. 82
Languages in a classroom p. 92
Culture and family p. 102
A refugee's story p. 130
I'm a citizen p. 140
My health p. 158

N. Education

Education circle p. 66
Languages in a classroom p. 92

O. Culture

What is culture? p. 88
Languages in a classroom p. 92
Stereotypes p. 98
Cultural neighborhoods p. 100
Culture and family p. 102
I'm a citizen p. 140

P. Immigration

Coming to the U.S. p. 126
Why did you come? p. 128

A refugee's story p. 130
My hopes about the U.S. p. 132
Immigration papers p. 134
Border problems p. 136
I'm a citizen p. 140
My rights p. 138

FLOW CHART: COMPETENCIES AND PROBLEM-POSING THEMES FOR ESL LEVELS

LEVEL 1: LITERACY EMPHASIS
LEVEL 1: REGULAR
LEVEL 2
LEVEL 3
LEVEL 4

SED combines a competency-based and problem-posing approach for all levels. Each session of these levels typically covers 25 to 30 different competencies or problem-posing activities.

↓

Which competencies and problem posing themes are covered in each level and in what order?

↓

For *Level 1: Literacy Emphasis*, see the Sequence on pp. 21-22.
For *Level 1: Regular*, see the Sequence on pp. 23-24.
For *Level 2*, see the Sequence on pp. 25-26.
For *Level 3*, see page 27.
For *Level 4*, see page 28.

GUIDE TO TEACHER RESOURCES

WHERE DO TEACHERS FIND LEARNING ACTIVITIES AND MATERIALS FOR ALL THE LEVELS?

Learning Activities and Materials	Where
REEP Curriculum, Volumes A and B	2nd floor library at SED
SED Activities File for Teachers	2nd floor file at SED
Textbook for each level	Each teacher gets a copy
Old Lesson Plans	In notebooks in the Adult Program Director's office at SED
Activities from *English as a Second Language Manual, Vol. III*, developed by the Center for Applied Linguistics	2nd floor library at SED
Student Texts (see booklist arranged by competencies on pp. 154-164 and bibliographies at the end of functions and discussion sections on p. 165 and p. 174)	2nd floor library at SED
Teacher Resources Texts	2nd floor library at SED
Picture and Card Files	2nd floor at SED
Realia	2nd floor at SED
SED Center Writing Handbook	2nd floor library at SED, each teacher gets a copy
Cassette Tapes	2nd floor library at SED
Slides of Adams Morgan Community	In the Adult Programs Director's office

SEQUENCE FOR LEVEL 1: LITERACY EMPHASIS

SESSION A

WEEK	COMPETENCY AREA/THEME	NUMBER	REFER TO:
1	Personal ID	Do 3 of 9	REEP A: p.30-31 SED: p.33
2	Housing/Classroom	Do 3 of 8	REEP: A: p.32-33 SED: p.34
	Neighborhood	Do 2 of 5	SED: p.35
3,4	Education/Language Learning On the Job Male/Female Roles	Do 8 of 12	SED: p.36 SED: p. 37 SED: p.38
5	Clothing	Do 3 of 7	REEP: A: p.40-41 SED: p. 39
6	Health	Do 3 of 7	REEP: p.44-45 SED: p. 40
7	Telephone/Emergency	Do 3 of 10	SED: p.41-42
8	Review		

Enabling Skills: Choose 10 from pp.28-29 in the REEP curriculum as shown below.

Pre-reading Concepts	4
Letters	7
Numbers	8
Phonics and sight-reading	3

SESSION B

WEEK	COMPETENCY AREA/THEME	NUMBER	REFER TO:
1,2,3	Personal ID	Do 2 of 9	REEP A: p.30-31 SED: p.33
	Family Social Life Money	Do 9 of 20	SED: p. 43-44 SED: p.45 REEP A: p.36-37 SED: p.46

4,5	Time	Do 2 of 4	REEP A: p.34-35
	Community Services		SED p. 47
	Transportation	Do 4 of 8	REEP A: p.38-39
6,7	Finding a Job		SED: p.50
	Immigration	Do 8 of 20	SED: p.49
	Food		REEP A: p.42-43
			SED: p.48
8	Review		

Enabling Skills: Choose 10 from pp.28-29 in REEP as shown below.

Pre-reading Concepts	4
Letters	7
Numbers	8
Phonics and sight-reading	3

SEQUENCE FOR LEVEL 1: REGULAR

SESSION A

WEEK	COMPETENCY AREA/THEME	NUMBER	REFER TO:
1,2	Personal ID	Do 3 of 10	REEP A: p.52-53 SED: p.52
	Immigration	Do 4 of 8	SED: p.75-76
	Housing/Classroom	Do 2 of 7	REEP A: p.54-55 SED: p.53
3,4	Transportation Neighborhood	Do 6 of 12	REEP: p.64-65 SED:54-55
	Education/Language Learning Community Services	Do 4 of 8	SED: p.56 SED: p.57
5	Health	Do 4 of 9	REEP A: p.62-63 SED: p.58
6	Telephone/Emergency	Do 4 of 8	SED: p.59-60
7	Holidays	Do 3 of 10	SED: p.61-62
8	Review		

SESSION B

WEEK	COMPETENECY AREA/THEME	NUMBER	REFER TO:
1,2	Personal ID	Do 2 of 10	REEP A: p.52-53 SED: p.52
	Family	Do 5 of 11	SED: p. 63-64
3,4	Emotions Social Life Male/Female Roles On the Job	Do 8 of 21	SED: p. 65-66 SED: p.69 SED: p.68 REEP A: p.70-71 SED: p.67

5	Money	Do 4 of 8	REEP A:p.58-59 SED: p.70
6	Clothing		REEP A: p.60-61 SED: p.71
	Food	Do 6 of 15	REEP A: p.66-67
7	Time/Weather Daily Routine	Do 5 of 11	REEP A: p..56-57 SED: p. 73-74
8	Review		

SEQUENCE FOR LEVEL TWO

SESSION A

WEEK	COMPETENCY AREA/THEME	NUMBER	REFER TO:
1	Personal ID	Do 3 of 8	REEP B: p.30-31 SED: p.78
2	Education/Language Learning Holidays	Do 5 of 11	SED: p.79 SED: p.80-81
3	Transportation Housing	Do 5 of 12	REEP B: p.38-39 REEP B: p.40-41 SED: p.82
4	Neighborhood	Do 4 of 9	SED: p.83-83
5,6	Telephone/Emergency Health	Do 7 of 21	SED: p.85-86 REEP B: p.44-45 SED: p.87
7	Finding a Job		REEP B: p.48-49 SED: p.88-89
	Community Services	Do 6 of 16	REEP B: p.46-47 SED: p.90
8	Review		

SESSION B

WEEK	COMPETENCY AREA/THEME	NUMBER	REFER TO:
1	Personal ID		REEP B: p.30-31
		Do 5 of 7	SED: p.78
	Family		SED: p.91-92
2.3,4	Emotions		SED: p.93-94
	Male/Female Roles		SED: p.95
	Social Life		SED: p.96
	Money	Do 12 of 31	REEP B: p.34-35
			SED: p.97
	Food		REEP B: p.42-43
			SED: p.98
5	Time		REEP B: p.32-33
	Clothing	Do 5 of 15	REEP B: p.36-37
			SED: p.99
6.7	Daily Routine		SED: p.100-101
	Immigration	Do 8 of 12	SED: p.103
	On the Job		REEP B: p.50-51
			SED: p. 102
8	Review		

COMPETENCIES AND PROBLEM-POSING THEMES FOR LEVEL 3

The following is a complete list of the competencies and problem-posing themes already identified for Level 3. At the beginning of each eight-week session, teachers should discuss these topics with their classes, in order to determine students' preferences. An important part of this process is to explain that this list is not all-inclusive. If students identify other topics that they wish to include in the curriculum for the session, a consensus should be reached among class members and the teacher about how to include those new topics in the curriculum during the session.

Problem-posing Themes
(see SED, pp. 99-124)
(generated from the topics below)

Community Services/School
Daily Routine
Education/Language Learning
Finding a Job
Food
Health
Housing
Immigration
Male/Female Roles
Money/Banking
On the Job
Personal ID

Competencies from REEP
(see REEP B, pp. 82-103)

Clothing/Consumerism
Community Services
Finding a Job
Food
Health
Housing
Money/Banking
On the Job
Personal ID
Telephone/Communication
Transportation

We are suggesting that Level 3 classes focus on one of the problem-posing themes and one of the REEP competency areas each week.

Working with a problem-posing theme includes: developing a code and using the questioning process to explore the theme, developing the competencies related to the theme, and identifying functions and discussion topics related to the theme.

Using the REEP competencies includes: developing the performance objectives, functions, and structures related to the topic.

COMPETENCIES AND PROBLEM-POSING THEMES FOR LEVEL 4

The following is a complete list of the competencies and problem-posing themes already identified for Level 4. At the beginning of each eight-week session, teachers should discuss these topics with their classes, in order to determine students' preferences. An important part of this process is to explain that this list is not all-inclusive. If students identify other topics that they wish to include in the curriculum for the session, a consensus should be reached among class members and the teacher about how to include those new topics in the curriculum during the session.

Problem-posing Themes
(see SED, pp. 125-153)
(generated from the topics below)

Community Services/School
Clothing/Consumerism
Daily Routine
Education/Language Learning
Finding a Job
Housing
Immigration
Male/Female Roles
Money/Banking
On the Job
Personal ID
Social Life/Dating/Marriage

Competencies from REEP
(see REEP B, pp. 108-127)

Family
Community Services
Finding a Job
Housing
Introduction to the Newspaper
Money/Banking
On the Job
Personal ID
Telephone/Communication
Transportation
~~Upgrading your Job~~
Health + Nutrition

We are suggesting that Level 4 classes focus on one of the problem-posing themes and one of the REEP competency areas each week.

Working with a problem-posing theme includes: developing a code and using the questioning process to explore the theme, developing the competencies related to the theme, and identifying functions and discussion topics related to the theme.

Using the REEP competencies includes: developing the performance objectives, functions, and structures related to the topic.

SED COMPETENCIES AND PROBLEM-POSING THEMES FOR LEVEL 1: LITERACY EMPHASIS

PERSONAL ID
(see pp. 28-9, REEP A)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Many students have a different naming system with two last names and two first names. They are confused by the North American system.

Suggested Code Distribute a simple previously filled out application form to students. Include scratch outs and rewrites under "first name" and "last name". The name on the form should be a four part Hispanic one (e.g., María Rosario Bonilla Argüello).

Questions

1. What is happening in the picture?
2. Did she complete it correctly? (If students are unsure about the previous question, ask a few more questions.)

   What's her first name?
   What's her last name?

3. Do you or your friends have this type of problem when you fill out applications?

HOUSING/CLASSROOM
(see pp. 32-3, REEP A)

Level 1: Literacy Emphasis

Competency

1 - 3. These are in REEP A.

4. Given a visual of a house or a room in a house, identify rooms and furniture.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are forced to live in overcrowded apartments due to low wages.

Suggested Code Show students a drawing or photograph of a large group of Latinos living in a small apartment.

Questions

1. Describe this picture.
2. Is there a problem?
   What is it?
3. Is your home like this?
   Do you know people who live in this situation?

NEIGHBORHOOD
(not in REEP)

Level 1: Literacy Emphasis

Competency

1. Identify common places (e.g., stores, restaurants, other businesses) in the neighborhood.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students don't know their neighbors in their apartment building or living nearby. In Central America, neighbors are usually friendly with one another and visit frequently.

Suggested Code Tell students the story of Maria who had many friends among her neighbors when she lived in Central America. Now she feels lonely living in the Washington, DC area because her neighbors are not her friends. When she sees them in her building they only say hello and goodbye.

Questions

1. Describe Maria's neighbors in Central America and in the United States.
2. Do you prefer neighbors in Central America or neighbors in the U.S.?
3. Were your neighbors in Central America similar to Maria's?
4. Do you live with Latinos or North Americans in your neighborhood in the United States?
5. Are your North American neighbors like hers?
6. What about your Latino neighbors?

EDUCATION/LANGUAGE LEARNING
(not in REEP)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students have either had next to no educational experience in their home country, an interrupted education, or failure in the educational setting.

Suggested Code Tell the students the story of Rosa who is from Central America. She worked on a farm there, and only had the opportunity to go to school for three years. During harvest she had to help on the farm and missed her classes. She can't read and write much in Spanish. Now she lives in the United States and is studying English. You might also give students the written story for reading practice.

Questions

1. Tell me about Rosa.
2. Does she have a problem?
   What is it?
3. Do you or anyone you know have this problem?

ON THE JOB
(not in REEP)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students can't move up the job ladder because of lack of English skills.

Suggested Code Show students a picture of a Latino busboy or busgirl clearing a customer's table. Voice bubbles over the two characters represent what they are saying. The customer asks, "Can I have another cup of coffee?" The busboy or busgirl answers, "I don't speak English."

Questions

1. What is happening in the picture?
2. What is the busboy or busgirl's problem?
3. Do you or your friends have this type of problem?
   If you speak English, can you get a good job?

MALE/FEMALE ROLES
(not in REEP)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: In the United States, women often work outside the home and receive help with household chores from other family members. Latinas in the United States generally do all the housework even if they are working outside the home as well.

Suggested Code Show students two pictures of a Latina: one showing her at work, and one with her at home with the children and all the household chores to do. (Picture #2 could be taken from p.74, Wallerstein.) Then show a picture of a maid working in an American home. Call this picture "Nancy's home".

Questions

1. What does Blanca do every day?
   Is life the same for Nancy, the North American woman?
2. Is Blanca's life easy or difficult in your opinion?
   Is life easy or difficult for Nancy?
3. Do you know Latinas in this situation?

CLOTHING/CONSUMERISM

(see pp. 40-1, REEP A)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students don't have appropriate clothing for the cold weather.

Suggested Code Show students a photograph or drawing of a Central American standing on Columbia Road only wearing light cotton clothing and sandals in the rain.

Questions

1. Describe the picture.
   (The following questions can be used as needed to draw out more information.)
   Who is this?
   What's his/her name?
   Where is he/she from?
   What is he/she wearing?
   What's the weather like?
   What season is it?
2. What's the matter in this picture?
3. Do you or any of your friends have this kind of problem?

HEALTH
(see pp. 44-5, REEP A)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Medical care is too expensive for students who don't have insurance. They don't go to the doctor or clinic for fear of bills they can't afford. Health care is often paid for by the government in Central America.

Suggested Code Act out a dialogue between a doctor and a Hispanic patient. The doctor examines the patient briefly, writes out a prescription, and charges the patient $60. Additionally, you might give the students the written version of the dialogue to read.

Questions

1. What happened between the doctor and the patient?
2. What's the matter with this situation?
3. Is this a problem when you are sick?
4. What do you do when you are sick?
5. Do you go to a doctor? a clinic? wait for the problem to go away?

TELEPHONE/EMERGENCY
(not in REEP)

Level 1: Literacy Emphasis

Competency

1. Given picture of emergency (e.g., injury, burglary, burning house) categorize it orally as fire, police or ambulance.
2. Respond to picture of emergency by dialing 911 or other telephone number, and reporting emergency, name and address (e.g., gas leak)
3. Identify poison symbol on labels.
4. Read, be able to copy and dial a limited number of telephone numbers such as those for a school, for self, or emergency (911).
5. Respond to questions about own telephone number with the number or lack of number if there is no telephone in the home.
6. State reasons for not having a telephone.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students may not have had a telephone in their home country. As a result, they may be uncomfortable about having one in their home in the United States. Some students may not currently have a telephone in their homes because of either the unfamiliarity or the expense.

Suggested Code Either orally or in written form, present students with a dialogue between two ESL classmates who decide to study together. When one of them asks the other for his/her telephone number, he/she doesn't have one.

Questions

1. What did the two classmates say to each other?
2. What's the problem with making the telephone call?
3. Do you, your friends, and your family all have telephones?
   Is life more difficult for people who don't have telephones?

If so, what problems do they have because they don't have a telephone?

TELEPHONE/EMERGENCY LANGUAGE

Function	Example	Structure	Related Items
Identify categories of emergencies	Fire, Police, Ambulance		
Report emergencies	Help! Fire! What's your name? Jose Rivera. What's your address? 1222 18th Street, Northwest, Washington, DC.	Questions, possessive pronouns	Personal ID, Telephone
Ask for clarification	Please repeat slowly.		

FAMILY
(not in REEP)

Level 1: Literacy Emphasis

Competency

1. Given pictures of a family or family members, identify the members orally and match printed sight words to the pictures.
2. Answer basic questions about names and relationships of immediate family members, with assistance.
3. List own immediate family members by name and their relationship to self.
4. Given pictures of a family, state where they are from, in students' own opinion.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are here alone without many members of their family. They are accustomed to a close family life and are lonely and worried about family members in their home country.

Suggested Code Show the students two pictures: one of a large Hispanic family in their home country and a second of a single Hispanic person alone in the United States.

Questions

1. Who are the people in the pictures?
2. What are their names?
3. Where are they from?
4. Tell me their stories.
5. Is there a problem with the person in this picture? (Show the picture of the single person.)
6. Is all of your family in the United States with you? If not, is this situation difficult for you?

FAMILY LANGUAGE

Function	Example	Structure	Related Items
Identify family members	Mother, father, sister brother, uncle. Rosa. She is my mother.	Personal pronouns. Present of verb "be". Possessive pronouns.	
Answer requests for information	This is my uncle. His name is Juan.		

SOCIAL LIFE/DATING/MARRIAGE
(not in REEP)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students find it difficult to make American friends. They find North Americans unfriendly.

Suggested Code Act out a dialogue between Luis and Roberto, two Central Americans. Luis asks Roberto if he has any North American friends. Roberto replies that his friends are all Latino and that North Americans are unfriendly. If possible, also give students the dialogue in written form for reading practice.

Questions

1. What did Roberto and Luis talk about?
2. What do they think of North Americans?
3. Do you agree with Roberto?
   In your experience with North Americans, are they friendly or unfriendly?

MONEY/BANKING
(see pp. 36-7, REEP A)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students don't have enough money to pay for necessities from their low wages.

Suggested Code Give students a handout with a paystub showing a low salary and a checkout counter receipt from a local grocery store. Tell them that this information is from the Bonilla family who have three children.

Questions

1. How much money did the Bonillas receive for this paycheck?
   How much did it cost them for groceries?
   What did they buy?

2. Can they pay for rent, food, clothes, etc. with this salary?
   Is it enough?

3. In general, do you and your friends earn enough money for a good life in the Washington, DC area?

COMMUNITY SERVICES/SCHOOL
(not in REEP)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Bus drivers and other community service workers are impatient with non-native English speakers.

Suggested Code Orally act out an unfinished dialogue between a non-native English speaking passenger and a bus driver. Create an imaginary bus with classroom chairs or desks and have students be bus passengers. In the dialogue, the passenger gets on the bus and asks, "How much?" The driver answers curtly, "Seventy-five cents." The passenger understands, takes out his money, but sees that he only has a one-dollar bill. Pause at this point and let the non-native speaker and/or other passengers figure out how to end the dialogue.

Questions

1. Repeat the dialogue in your own words. What happened to _________ (name of student) on the bus?
2. Did _________ (name of student) have a problem on the bus? What was the problem?
3. Do you go by bus in the United States?
   Did you have problems like this?
   Do you know people who have problems on the bus?

COMMUNITY SERVICES/SCHOOL LANGUAGE

Function	Example	Structure	Related Items
Identify jobs	Painter, housekeeper, waiter		Personal I.D.

FOOD
(see pp. 42-3, REEP A)

Level 1: Literacy Emphasis

Competency

1 - 3. These are in REEP A, p. 42.

4. Report names of favorite and disliked foods and whether they are from own home country, the United States, or elsewhere.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: The food in the U.S. is different and doesn't taste good to the students. Students often miss their native culture including the food.

Suggested Code Show students two pictures: one of traditional food from Central America such as "pupusas," and one of a hamburger.

Questions

1. What do you see in the pictures?
   From what countries are these foods from?
2. Do you eat food similar to this? (Ask about both pictures.)
3. Do you prefer foods from your country or North American food?

IMMIGRATION
(not in REEP)

Level 1: Literacy Emphasis

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are caught between life in the homeland and life in the United States.

Suggested Code Show students the drawomg from page 96, *Training for Transformation, Book One*, by Ann Hope and Sally Timmel. The picture is of a woman sitting on a road between her village where she used to live and the big city where she now lives.

Questions

1. Tell me about this person.

   (Ask more questions as necessary to complete the description of the picture.)

   Example:

   Where is he/she from?
   Where is he/she now?

2. What's the problem?
   How does he/she feel?

3. Do many people have this problem?

FINDING A JOB
(not in REEP)

Level 1: Literacy Emphasis

Competency

1. Given pictures of jobs (including own job), identify them orally and match some written sight words to the pictures.
2. Identify own former job and other common jobs in home country.
3. Copy own personal information onto a simplified application form.
4. State like or dislike of former and current job.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students can't do the same jobs here that they used to do in their home countries. Many did some kind of farming and are moving from a rural environment to an urban one.

Suggested Code Show students a picture either of a busboy or a housekeeper who is Hispanic. Tell them that this person was a farmer in Central America.

Questions:

1. Tell me about Jorge. (Make up a name for the person in the picture.)
2. What is the problem Jorge has with his work in the United States?
3. Do you, your friends, or your family have this problem at work?

SED COMPETENCIES AND PROBLEM-POSING THEMES FOR LEVEL 1: REGULAR

PERSONAL ID
(see pp. 52-3, REEP A)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students aren't used to American-style addresses. They may be used to addresses with the house or apartment number after the name of the street or to those which only name local landmarks as reference points. They also may not be used to differentiating between city and state.

Suggested Code Act out with students an unfinished dialogue between an employer in a restaurant and a prospective employee who is a recent immigrant. The employer asks the immigrant for information, filling it in on an application form. When the employer asks the immigrant for his city of residence, the immigrant replies "Maryland." Allow students to finish the dialogue if they wish. Provide students with the written form of the dialogue for reading practice.

Questions

1. Tell me the conversation between the employer and the immigrant.
2. What part of the job application is a problem for the immigrant to answer?
3. Do other people from your country have similar problems with job application forms?

HOUSING/CLASSROOM
(see pp. 54-5, REEP A)

Level 1: Regular

Competencies related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: It is very difficult to find inexpensive apartments in the Washington, DC area.

Suggested Code Give students copies of apartment ads from the newspaper and help them read them.

Questions

1. What information do you see in these apartment advertisements?
2. Are apartments in the Washington, DC area too expensive?
3. Is this situation difficult for you and/or your family?

NEIGHBORHOOD
(not in REEP)

Level 1: Regular

Competency

1. Name a few stores and other buildings in the immediate neighborhood by name and/or type of business.
2. Given visuals of neighborhood scenes, describe them
3. Given a list of common personal adjectives, identify several that describe neighbors.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Some students live in neighborhoods with a lot of trash in the streets.

Suggested Code Show students a drawing or photograph of an ethnic neighborhood with a lot of visible trash.

Questions

1. What do you see in the picture?
   Describe this neighborhood.
2. Do these people have any problems in their neighborhood?
   What are they?
3. How do you feel about these problems?
   Do you, your family, or other people you know here have these problems?

NEIGHBORHOOD LANGUAGE

Function	Example	Structure	Related Items
Identify stores and buildings in the neighborhood	McDonald's, the post office, Red Cross		Directions, Transportation

Describe neighborhood	It is clean, noisy, busy, poor, etc.	adjectives
Describe neighbors	They are busy, noisy, nice, etc.	adjectives

EDUCATION/LANGUAGE LEARNING
(not in REEP)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students often live in a Spanish-speaking neighborhood and don't get a chance to interact with native English speakers.

Suggested Code Tell students the story of Daniel, a Latino who lives and works with other Latinos. He speaks Spanish most of the day, but he wants to learn English. He says, "What can I do? I don't know any North Americans."

Questions

1. Tell me Daniel's story.
2. What is his problem?
3. Do you have a similar problem?

COMMUNITY SERVICES/SCHOOL
(not in REEP)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students find out about services by word-of-mouth and not often through the printed medium.

Suggested Code Show students a picture of a Latino/a standing near an advertisement for English classes talking to a friend. A voice bubble over him/her demonstrates he/she is looking for a place to learn English. (e.g., "Do you know an English school for me?"

Questions

1. What do you see in the picture?
2. Did he/she get complete information?
3. How do you find out information you need?
Is it easy or difficult for you to find necessary information?

HEALTH
(see pp. 62-3, REEP A)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: When students become sick they can't take the doctor's advice to stay in bed and get some rest because they lack money, sick leave, and health insurance.

Suggested Code Act out with students a dialogue between a recent immigrant who is sick and a doctor. Include the check-up, the doctor's advice of a few days of bed rest, and the patient's reply that he has to work. Allow students to improvise any further discussion with the doctor if they wish. Later on, give students a written version of the dialogue to read.

Questions

1. What happened in the conversation between the patient and the doctor?
2. What problem does the patient have?
   Can he do what the doctor wants?
3. Did this happen to you or your friends?

TELEPHONE/EMERGENCY
(not in REEP)

Level 1: Regular

Competency

1. Given picture of emergency (e.g., injury, burglary, burning house) categorize it orally as fire, police or ambulance.
2. Respond to picture of emergency by dialing 911 or other telephone number, and reporting emergency, name and address (e.g., gas leak)
3. Identify poison symbol on labels.
4. Read, be able to copy and dial a limited number of telephone numbers such as those for a school, for self, or emergency (911).

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students have a great deal of trouble understanding what others are saying to them on the telephone. They are nervous about answering the phone.

Suggested Code Orally or in written form, present students with a telephone dialogue in which Rosa answers a call from a native English speaker. The caller tries to leave a message, but Rosa becomes nervous and ends the conversation by saying : "I don't speak English."

Questions

1. What happened in the conversation between Rosa and the caller?
2. What was the matter with Rosa?

   How did she feel during the telephone conversation?
3. Do you talk to English speakers on the telephone?
4. Do you feel like Rosa?

TELEPHONE/EMERGENCY LANGUAGE

Function	**Example**	**Structure**	**Related Items**
Identify categories of emergencies	Fire, police ambulance		
Report emergencies	Help! Fire! What's your name? Jose Rivera. What's your address? 1222 18th Street Northwest, Washington, DC.	Question, possessive pronouns	Personal ID, Telephone
Ask for clarification	Please repeat slowly.		

HOLIDAYS
(not in REEP)

Level 1: Regular

Competency

1. Given visuals of a few American holidays, identify them by name.
2. Identify important holidays in home country by name and date.
3. Identify holidays in home country that are the same or different from those in the U.S.
4. Identify and sing a few simple songs associated with holidays (e.g., "Happy birthday.")
5. Describe customs of important holidays in home country including foods eaten, gifts given, people who participate, etc.
6. State how you and others participate in various North American holidays or how you continue to celebrate you own traditional holidays.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Holidays are often different in the United States than they are in the students' home countries. Students are often faced with strange foods and customs in the United States. They miss their own celebrations with friends and family.

Suggested Code Use a dialogue between a North American and a recently arrived Latino discussing plans for Thanksgiving or another North American holiday. In the dialogue, presented either orally or in written form, the American questions the Latino about his plans for Thanksgiving. The Latino responds that he has no special plans.

Questions

1. Describe the conversation.
   What did the North American and the Latino say?
2. What reasons does the Latino have for not celebrating the holiday?
3. Do you feel like the Latino on North American holidays?

4. Do any of your friends or family feel that way?

HOLIDAYS LANGUAGE

Function	**Example**	**Structure**	**Related Items**
Identify holidays	Thanksgiving, Christmas, The Day of the Cross is on __________.	preposition "on" + date, months	dates, seasons
Sing song	Happy birthday to you...	adjective + noun	
Compare holidays	Yes, we celebrate Christmas. No, we don't have Thanksgiving.	"have", "don't have"	

FAMILY
(not in REEP)

Level 1: Regular

Competency

1. Identify names of members of the family.
2. Ask and answer basic questions regarding ages, names and relationships of immediate family members, with assistance.
3. State where family members are when asked (i.e., in what country and city).
4. Respond to questions about family members are with number of members and their relationships.
5. Compare size of family in home country with family in U.S.
6. Given visuals of family members, state where they are from, in students' opinion.
7. Compare living customs of young people from various cultures and state own preference.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Central American children often live at home until marriage; North American children leave the family at approximately 18-20 years of age to live on their own.

Suggested Code Show students several pictures of family members: one of a Hispanic family including older children who live at home (Family "A"), one of American parents at home, and another of an American young man or woman living in their own apartment (Family "B"). Tell a story about the people in the pictures: name them, explain their ethnic background, living situation, and relationship.

Questions

1. Tell me about the two families.

2. Which family do you prefer? (Family "A")
   Is there a problem with family "B"?

3. Do you know any families similar to families "A" or "B"?
   What is your opinion about that family?

FAMILY LANGUAGE

Function	Example	Structure	Related Items
Identify family members.	This is my mother. Her name is Rosa.	Demonstratives, Be: present, Possessive adjectives	Personal ID
Ask/answer requests for information	How old is she? She's 40. Who's this? Where does she live? She lives in El Salvador. How many brothers and sisters do you have? I have three brothers in El Salvador and two sisters in the U.S.	"Wh" questions, Be: contraction, present tense: This is Sara. She's my sister., present tense: She lives in El Salvador.	Demonstrative pronouns
Compare family in home country and U.S.	How many members in your family? Seven., How many in your family? Four., Families in the U.S. are small.	How many ____?, Oh! small.	adjectives

EMOTIONS
(not in REEP)

Level 1: Regular

Competency

1. Report emotional state of self and others from a few choices (sad, happy, tired, hungry) when asked.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are lonely and homesick for their families, friends, food; they may not have friends or family here.

Suggested Code Show students a picture of a large Latino family. Tell them the story of Juan from the picture who is now living in the United States by himself.

Questions

1. Tell me Juan's story.

   (Use more questions if students need prompting.)

   Example:

   Where is he from?
   Where does he live now?
   Tell me about his family.
   Does he like the United States? Why or why not?

2. Does Juan have a problem?
   What is it?

3. Do you or any of your friends have this problem?

4. How do you feel living in the United States?

EMOTIONS LANGUAGE

Function	**Example**	**Structure**	**Related Items**
Reporting emotions	How are you today? Tired. How is he? How does she feel? How do you feel?	"How" questions, adjectives	

ON THE JOB
(see pp. 70-1, REEP A)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students' jobs conflict with their family life.

Suggested Code Tell students the story of two members of a recent immigrant family: a teenage boy and his third grade cousin. The teenager comes to pick his cousin up at school every day because both her mother and father are working. Allow students to add an ending to the story if they wish. Afterwards, give students the written form of the dialogue for reading practice.

Questions

1. Tell me the story of the teenage boy and his third grade cousin.
2. What's the problem?
3. Do you or your friends have similar problems?

MALE/FEMALE ROLES
(not in REEP)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Women responsible for childcare had help in their home countries from the extended family. Most women didn't work outside the home. In the United States, these same women, now working, rarely have family help with the childcare.

Suggested Code Tell students the story of Sonia, a homemaker and salad girl. She has three children. In her home country, her aunt used to help her take care of the children. However, in the United States, where she now lives and works, Sonia has no relatives to help her with the children.

Questions

1. Tell me Sonia's story.
2. Who took care of her children in her home country?
   Who takes care of them now?
3. Is this situation common with your family and friends?

SOCIAL LIFE/DATING/MARRIAGE
(not in REEP)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: It is difficult for mothers who wish to work or to socialize to find day care or babysitters for their children. What they do find is often unaffordable.

Suggested Code Have students act out an unfinished written dialogue between three immigrant friends who want to go out. One of them is a mother, afraid she won't be able to find an inexpensive babysitter. Allow students to complete the conversation in their own way. (see p. 84 in Wallerstein, for an example of such a dialogue which could be simplified for Level 1: Regular students.)

Questions

1. What happened in this conversation?
2. Will they go out tonight?
3. Do you know mothers who have this problem?

MONEY/BANKING
(see pp. 58-9, REEP A)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are not accustomed to using the bank. They carry large amounts of cash which could be stolen.

Suggested Code Show students a photograph or drawing of a Latino taking out money to pay for groceries. A large sheaf of bills is clearly visible.

Questions

1. What do you see in the picture?
2. Is it okay to carry money like this?
3. Do you carry your money this way?
   Do your friends?

CLOTHING/CONSUMERISM
(see pp. 60-1, REEP A)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Some clothing stores are too expensive in the United States.

Suggested Code Give students circulars from a local newspaper. These should be from stores with three different price ranges in the Washington, DC area (e.g., Morton's, Zayre's and Woodies).

Questions

1. What do you see in the picture?
2. What is the price for ____________ (an item of clothing) at store #1, store #2 and store #3?
3. Which store is the most expensive?
4. Which store is the cheapest?
5. Which store do you shop at for clothing?
6. Do you have trouble finding inexpensive clothes for yourself or your family?

FOOD

(see pp. 66-7, REEP A)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Food in the United States is too expensive for the students. They are used to buying less expensive foods in the market in their home countries.

Suggested Code Show the students two photographs or drawings; one of a Latino/a in their home country buying fruit or vegetables in the marketplace and one of the same person buying food at a supermarket in the United States.

Questions

1. Tell me about the person in these two pictures.
2. Are food prices the same in both pictures?
3. Do you think food is more expensive in the United States?

DAILY ROUTINE
(not in REEP)

Level 1: Regular

Competency

1. Respond to questions about habitual actions at home, in class, or at work with "yes," "no," or the time when the action is done.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: New immigrants often have very different daily schedules than previously experienced in the home country (e.g., no long lunch break as may be customary in Central America.)

Suggested Code Show students a picture of a Latino/a eating a sandwich on the job. Tell them a story about him/her: name them, identify their job, state their schedule and explain their work duties.

Questions

1. What is the story of the person in this picture?
2. In her homeland, what time did she get up, eat breakfast, go to work, eat lunch, etc.? (Ask students to give their opinions about this.)

   Is her daily routine different now?
   Is this a problem?
   How does she feel?

3. Did you change your daily routine when you came to the United States?
   Did a person from your family or your friend change their daily routine?
   Did you feel bad because of that?

DAILY ROUTINE LANGUAGE

Function	Example	Structure	Related Items
Repons to questions	What time do you get up? 7 o'clock. Do you prepare breakfast? No. Do you work? Yes. What time do you begin work? 3 p.m.	Questions with auxiliary "do"	Time

IMMIGRATION
(not in REEP)

Level 1: Regular

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students without documents have trouble finding jobs.

Suggested Code Act out the following dialogue with students. Then have them use it for reading practice.

The Interview

Problem: Students have difficulty finding a job in the United States because of undocumented status.

MANAGER: What's your name?

JOSE: José.

MANAGER: Where are you from?

JOSE: El Salvador.

MANAGER: Can you cook?

JOSE: Yes, I was a cook in my country.

MANAGER: What's your social security number?

JOSE: I don't have one.

MANAGER: I'm sorry. No social security number, no job.

Questions

1. What happened in this conversation?

2. Will ________ get the job?

3. Has this happened to anyone you know?

SED COMPETENCIES AND PROBLEM-POSING THEMES FOR LEVEL 2

PERSONAL ID
(see pp. 30-1, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme When asked where they are from, students may identify themselves in a variety of ways: by their country, city, region or as Central/South American. This can create problems when they communicate with North Americans who don't distinguish among the different countries in Latin America.

Suggested Code Show students a map of El Salvador with one of the cities circled. Tell them about a person who lives there and ask them if he/she is identified by his/her city, country, or region. Ask how a North American would identify this person.

Questions

1. Where is this person from?
   Tell me about him/her.
2. Is he/she identified by the city, state (departamento), country, region (e.g., Central America), or as a Latino? (For example, if the city marked was Intipuca, where many of our students come from, you could ask questions in reference to that city.)
3. Is this person Intipucan? Salvadoran? from San Miguel? Central American? or Latino?
4. Does his/her identification change when he/she comes to the United States?
5. How do you identify yourself? In terms of city? Region? Other?
6. What do you say to other Latin Americans about who you are? What do you say to North Americans? Is it the same?

EDUCATION/LANGUAGE LEARNING
(not in REEP)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students have trouble learning English as it is a long and difficult process. They may not realize just how difficult it will be when they begin the process.

Suggested Code Have volunteers act out a skit depicting the difficulties of learning English. Each scene places the language learner in a different frustrating situation where English is necessary: at work. in English class, shopping, at restaurants or in other places where English is needed.

Questions

1. Tell me about the student in the skit.
2. What difficulty does he/she have in these situations?
3. Do you or your friends have similar difficulties?

HOLIDAYS
(not in REEP)

Level 2

Competency

1. Given visuals of principal American holidays, identify them and state special sayings, greetings and customs associated with them.
2. Identify important holidays in home country, describe customs, and translate into English special sayings or greetings associated with them.
3. Identify and sing several songs associated with holidays (e.g., "Jingle Bells")

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students don't have anywhere to go if they wish to celebrate the American holidays. They don't have American friends who invite them to join in the celebration.

Suggested Code Act out a dialogue between two ESL students. It is July 4th and the students are discussing their day. Both say that they would like to celebrate, but do not know any American friends to do so with. Give students a written copy of the dialogue for reading practice afterwards.

Questions

1. What happened in the dialogue?
2. Will the two students celebrate July 4th?
3. Do you and your friends celebrate American holidays? If so, where do you go to celebrate?

HOLIDAYS LANGUAGE

Function	Example	Structure	Related Items
Greet/take leave	Happy New Year! Have a good holiday!	Imperative	
Report descriptive information	On July 4th you watch fireworks. You decorate the Christmas tree and give presents.	Indefinite "you"	
Compare/express similarity or difference	In El Salvador we celebrate Valentine's Day too. We celebrate Mother's Day at a different time.	Too/also present tense	
Remember the past	We used to celebrate the Day of the Cross.	"Used to" +	

HOUSING

(see pp. 40-1, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students may not have a large enough salary to alone qualify for rental; however, they may be able to rent by co-signing with friends or family.

Suggested Code Have volunteers act out a skit with one main character, Juan, and a few smaller parts. Juan goes from apartment to apartment searching for housing. Each time he fills out the application form, he is told that his salary is not high enough. Let students come up with possible alternatives for the end of the skit. Provide them with a written version of the skit for reading practice afterwards.

Questions

1. What happened to Juan?
2. Is Juan having any trouble with his apartment hunting?
   What problem is he having?
3. Have you or your friends ever had similar problems?

NEIGHBORHOOD
(not in REEP)

Level 2

Competency

1. Identify types of housing, businesses and other buildings in neighborhood.
2. Describe personal characteristics (e.g., friendly, noisy, and ethnic origin) of neighbors.
3. Describe feelings about neighbors and neighborhood.
4. Identify and describe problems in the neighborhood and possible solutions to them.
5. State how different ethnic groups relate to each other in own neighborhood. (e.g., They get along well.)

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: There are tensions among ethnic groups living in the same neighborhoods (e.g., Blacks and Hispanics).

Suggested Code Show students a photograph of people in an ethnically mixed neighborhood such as Mount Pleasant or Adams Morgan.

Questions

1. Describe the different types of people who live in this neighborhood.
2. Do these different groups work together?
3. Are they friends?
4. How do the different groups of people in this neighborhood get along together?
5. Do they have any problems with each other?
6. Are there different types of people in your neighborhood?
   If so, how do the groups get along together?

NEIGHBORHOOD LANGUAGE

Function	**Example**	**Structure**	**Related Items**
Report descriptive information about locations and person.	On my street, there's a MacDonald's. There are also apartment houses. My neighbors are friendly. The 7/11 is next to my building. The streets are too dirty. There's no smoke alarm in my building.	There is/are. Be: present, Be + adjective, prepositions of place, "too" + adjective	Directions, locations
Express opinion	I think the building is unsafe. The streets are very dangerous.	"I think..."	
Express/inquire likes and dislikes	Do you like your neighbors? I like my apartment. I don't like that neighborhood.	Like/don't like + noun	
Suggest a course of action.	We should ask for more street lights. The neighbors could organize a crime watch.	Modals: should, could might.	

TELEPHONE/EMERGENCY
(not in REEP)

Level 2

Competency

1. Given a visual of a common emergency situation, identify the emergency and give a simple description of the problem.
2. Report and describe nature and location of common emergency situations inside and outside the home.
3. Given simplified labels from medicine bottles, follow the dosage instructions or report information to medical personnel in case of emergency.
4. When answering the telephone, locate the person requested or indicate that the person is not there.
5. When answering the telephone, take the name and telephone number of the caller when necessary.
6. Respond appropriately when making or receiving a wrong number call.
7. Make a long distance call by direct dialing or with the help of an operator.
8. Report and describe common emergencies of own neighborhood.
9. State possible causes of common emergencies.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: There are often fires in recent immigrants' apartments.

Suggested Code Show students photographs or drawings of burning or burnt-down apartments in a Hispanic neighborhood. Use newspaper article clippings where available.

Questions

1. What do you see in this picture?
2. What would you do if you lived in this building?
3. Does this problem exist in your neighborhood?

TELEPHONE/EMERGENCY LANGUAGE

Function	**Example**	**Structure**	**Related Items**
Report an emergency or crime	There's a fire in the kitchen! The car hit the girl! Someone stole my wallet!	There + is, simple present, simple past	
Ask someone to take action	Call 911. Please send an ambulance. Help! Police! Call the Poison Control Center.	Imperatives	
Ask for/give a description of a person and place	It's on the corner of 20th and Kalorama.	Prepositions of location	
Answer the telephone/leave and take a message	I'm sorry, you have the wrong number. I'm sorry, Jose isn't here right now. Maria, it's for you. Do you want to leave a message? Tell her Blanca called. Call Miguel. I'd like to call Chicago, area code 312, 848-3134.	Negative present tense, present tense questions, impreatives	
Follow instructions	Do not take internally. If swallowed, call a doctor immediately. Take 2 pills every 4 hours. Do not take more than 8 in 24 hours.	Imperatives: affirmative and negative.	
Ask for clarification	Repeat please. I'm sorry I couldn't understand. Can you say that slowly. Say that again please.		

HEALTH
(see pp. 44-5, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Some students, in particular males, abuse alcohol or drugs.

Suggested Code Show students a photograph or drawing of a Hispanic male drinking from a bottle of liquor.

Questions

1. Describe the picture.
2. Tell me the story of the person in the picture.
3. What is he doing?
4. Is this a problem? Why?
5. Is this problem common in your community?

FINDING A JOB

(see pp. 48-9, REEP B)

Level 2

Problem-posing Theme: Obtaining a Green Card Through Employer Sponsorship.

In the past, before 1986, it was easier for an employer to sponsor an undocumented immigrant. This was because the employer often employed the person while he or she waited for the application for green card to be processed. Many domestic workers acquired cards in this way. Now there are big fines for an employer who employs an undocumented worker. The opportunity for undocumented immigrants to obtain sponsorship has decreased. The anxiety and uncertainty felt by the sponsored undocumented worker has increased.

SUGGESTED CODE

Adelina is a young woman from Uruguay who came to the United States last year to take care of the children of a well-to-do family. Adelina had always been an enthusiastic and outgoing person. Recently she has been depressed. Her English teacher asked her what was bothering her. Adelina responded that because of the recent changes in the immigration law, her chance to get a green card was in jeopardy. Before the changes she was looking forward to training for a career after she obtained her card. Now she fears that her host family might stop supporting her and that she will have to look for work with no papers or be forced to go back to her country.

QUESTIONS

1. Retell the story of Adelina, explaining how she came to be in the U.S. and what kind of work she does.

2. What difficulty is she experiencing?

3. Do you know anyone who has a problem like this? Do you sometimes feel trapped and unable to pursue your plans?

4. In addition to the insecurity that Adelina feels because of her unsure legal status, what other factors exist in the U.S. that add to the anxieties in immigrants lives.

5. What would you recommend to Adelina to help her to get a handle on her life and begin to start working to create her future ?

Problem-posing Theme: Filling Out Employment Eligibility Forms.

Prior to 1986, an immigrant only needed a social security number to obtain work. This was relatively easy to acquire. The Immigration and Reform Control Act (IRCA) now requires employers to fill out a I-9 form for all potential employees.

CODE

This is an interview between Mr. Fitzpatrick and María Elena, who is an undocumented worker. María Elena is interviewing at a factory where Mr. Fitzpatrick is the manager. (Show students a copy of an I-9 form).

Mr. Fitzpatrick: I understand that you don't have a passport or any proof of citizenship (list A). Do you have a driver's license?
María Elena: Yes. I have a Maryland drivers license. It expires in two years.
Mr. Fitzpatrick: Good. How about a Social Security card or other item from list C?
María Elena: Yes. I have a Social Security number.
Mr. Fitzpatrick: Fine. May I see your card?
María Elena: No, I'm sorry but I lost my card.

QUESTIONS

1. Who is María Elena? What is she doing? Why did she say that she had lost her Social Security card?

2. It may be obvious that María Elena does not have a legal social security card. Have students explain why it might be more difficult for workers to find employment without having a social security number.

3. How common is this problem? Are people having trouble working because of the lack of proper papers? Or are they able to get around this problem?

4. Employers have always hired undocumented workers in this country. Why would they be reluctant to do so now? Some people say that if employers stop hiring illegal workers that there will be more jobs for U.S. citizens. Do you agree with this?

5. What can people do if they find that they can not find work because they lack proper I.D.? What would you do?

6. Practice the dialogue and finish the interview. Have students practice filling out the I-9 form.

COMMUNITY SERVICES/SCHOOL
(pp. 46-47, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are afraid of police because of they have undocumented legal status and due to the nature of police in their home country.

(Deal with this theme delicately when an atmosphere of trust has already been established in the class).

Suggested Code Show students a picture of a police officer.

Questions

1. What is this person's occupation?
2. Describe the work of the police in your home country.
3. What do the police do in the United States?
4. What are your feelings about police in your country and in the United States?

FAMILY
(not in REEP)

Level 2

Competency

1. Answer questions regarding ages, names, relationships and daily activities of immediate family members.
2. State feelings about family.
3. Compare characteristics of families in the U.S. and home country. (e.g., Families in the United States are usually small.)
4. Given visuals of different everyday activities, identify those which family members participate in.
5. Compare customary behavior of family members in the U.S. and in home country.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: In Central America, adolescent girls often aren't permitted to go out without a chaperone such as a brother or older family member. In the United States, young people are pressured to go out alone with their peer group.

Suggested Code Orally or in written form, present students with a dialogue between a Hispanic mother and daughter. The daughter wants to go out to eat pizza with her girlfriends, but her mother refuses. The mother suggests that the daughter take her aunt along as a chaperone.

Questions

1. Tell me about the conversation between the mother and daughter.
2. How do you think the conversation ended?
3. What is the disagreement between them?
4. Does your family or others you know have this problem?

FAMILY LANGUAGE

Function	**Example**	**Structure**	**Related Items**
Identify others	She is my daughter. Her son is 10 years old. Do you have children? Yes. Which one is your husband. My husband is the cook.	Subject/possessive, present tense.	Pronouns, yes/no questions,"wh" questions, be + adj.
Remember the past	When I was young, we had a house in the mountains.	simple past	
Compare/express similarity and difference	Families are busier here than in El Salvador. In Guatemala we also went to the supermarket.	comparative adjectives/too/also	
Express ikes, approval, disapproval, desire	My daughter doesn't do what I tell her. I wish I knew what my son wants to do.		

EMOTIONS
(not in REEP)

Level 2

Competency

1. Answer questions about own emotions.
2. Given visuals of people expressing different emotions, identify those emotions and possible causes for them.
3. In routine social situations, ask about others' emotions in an appropriate manner.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students are worried about their problems including finding work, legal status, learning English, condition of family members left behind in home country.

Suggested Code Show students a photograph of a Latino/a with a very worried expression. Tell them that this person has recently arrived in the United States and is living in Adams Morgan.

Questions

1. Tell me about the man/woman in this picture. (Elicit as much information as possible from the students including the person's name, nationality, feelings about being in the United States.)
2. What's the matter with the person in the picture?
3. Do you, your friends, or family ever have the same feeling as this person?

EMOTIONS LANGUAGE

Function	Example	Structure	Related Items
Express feelings	I'm fine today, thank you. I feel sleepy. So-so. I'm a little sad.	Adjectives: states of being.	
Express opinion	She looks happy. Maybe she won the lottery. I think she's sad because her family is far away.	"Maybe"...,simple present , past, "I think..."	
Greeting, small talk.	How are you? A little tired.		

MALE/FEMALE ROLES
(not in REEP)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: If a Latina becomes more independent than is customary in her culture, she risks losing her man.

Suggested Code Orally present a dialogue between a recent immigrant husband and wife. When the wife asks to begin working, her husband reacts negatively. She points out that North American women usually work. He responds that; "We are not North Americans!" Let students finish the dialogue according to their own opinions. It might be interesting to divide into male and female groups, to see if the dialogue endings reflect different points of view by gender. Afterwards, give students the written form of the dialogues to read.

Questions

1. Describe the conversation between the husband and wife. What did they say?
2. What's the matter between them?
3. Do you know anyone who has problems like this?
4. Did these problems begin when they came to the United States?

SOCIAL LIFE/DATING/MARRIAGE
(not in REEP)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: In Central America, whoever invites usually pays. On a date, the man usually pays. In the United States, it is common to "go Dutch."

Suggested Code Act out a dialogue between a North American woman and a Latino. She invites him for pizza. At the end of the meal when the woman tries to pay, the Latino grabs the bill and insists on paying. Both parties are confused and upset. Afterwards, give students the written version of the dialogue to go over for reading practice.

Questions

1. Tell me the conversation at the restaurant.
2. Who pays for meals in your home country?
3. Who pays in the United States?
4. Have you ever gone to a restaurant with North Americans?
5. If so, has this situation ever been a problem for you?

MONEY/BANKING
(see pp. 34-5, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students send money orders to family in the home country. As they have small salaries, this leaves them with very little money to live on.

Suggested Code Show students a photograph of a check cashing/money order business with the signs posted in front. Then tell them about Pedro, who has a wife and three children in his home country. Despite his low salary as a busboy, he sends about one quarter of each paycheck to his family in Central America.

Questions

1. Tell me about Pedro.
2. How does he spend his salary?
3. Does he have enough money for his life in the Washington, DC area?
4. Do you know anyone who has this problem?
5. Is this common in your neighborhood?

FOOD
(see pp. 42-3, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Most popular fast foods are not healthy.

Suggested Code Show students a large picture of a popular fast food item such as a hamburger or hotdog with a chart of calories, fat and salt content on it.

Questions

1. Describe the food in the picture.
2. Is it good for your health?
3. Name some foods that are good for your health and some that are not. (List these foods on the blackboard under the headings "good for you" and "bad for you" as the students categorize them.)
4. What kind of food do you and your family eat?

CLOTHING/CONSUMERISM
(see pp. 36-7, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students' clothes, which may be old, from a thrift store or not of the latest style, are made fun of.

Suggested Code Show students a picture of North Americans laughing at a recent immigrant's old-fashioned clothing.

Questions

1. Describe the picture.
2. What is happening between the immigrants and the North Americans?
3. Is this situation common in your community?

DAILY ROUTINE
(not in REEP)

Level 2

Competency

1. In response to questions, state habitual actions done at home during morning, afternoon, and evening or whole day (getting up, preparing food, household tasks, etc.).
2. State routine tasks on own job and times those actions are done.
3. Given visuals of common jobs, describe what workers do each day.
4. Given visuals of different leisure time activities, state activities student participates in.
5. Report emotions about own or others' daily routine.

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Family members work and/or study on different schedules and don't see each other when they are accustomed to or would like to.

Suggested Code Show students a chart of the daily schedule of the "Rojas" family. Include conflicting work and class schedules for each of the four family members.

Questions

1. Tell me about the daily routine of members of the Rojas family.
2. How do they feel about their daily routine?
3. Do your family or other people you know have this problem?

DAILY ROUTINE LANGUAGE

Function	Example	Structure	Related Items
Ask/answer requests for information	What do you do on weekdays? What are your hours? I usually go to work at 4 p.m. I clean the tables and take the dishes to the kitchen. A housekeeper cooks food and cleans house. A receptionist answers the telephone.	"Wh" questions present tense, adverbs of frequency, prepositions	Occupations, Time, Days of the week
Express likes/dislikes	On the weekend I like to go shopping. They enjoy playing in the park. We don't like to go to the movies. Too expenseive.	Verb + infinitive or gerund, present tense, negative.	

ON THE JOB
(see pp. 50-1, REEP B)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.

Problem-posing Theme: Students work long hours for poor pay.

Suggested Code Have volunteers act out a skit in which two recent immigrant workers discuss their salaries and hours. Their hourly wage is low and their hours are long and they are complaining about these conditions.

JUAN : Tell me about your job.

EUGENIA: I work in People's Drug store. I'm a cashier. I run the cash register.

JUAN : Oh. How much do you get paid?

EUGENIA: Not very much. Only 4.75 an hour.

JUAN : That's not too much! And everything is expensive.

EUGENIA: Right. And where do you work?

JUAN : In Bethesda. I'm a construction worker.

EUGENIA: Do you get paid much?

JUAN : Yes. About $10 an hour. But no insurance.

EUGENIA: Be careful! Your job is dangerous!

Questions

1. Describe the conversation between the two workers.
2. What is their problem?
3. Do you or your friends have a similar problem?

IMMIGRATION
(not in REEP)

Level 2

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.

2. Identify at least one problem observed in code.

3. State relevancy, if any, of problem to own life.

4. Express feelings about problem.

Problem-posing Theme: Students decide to come to the United States because of political or economic problems in their home country. Many also come because of direct threats to their safety or that of their family due to the military conflicts in Central America.

(This theme should only be discussed after students have developed a feeling of trust for each other and the teacher.)

Suggested Code Tell students Isidra's story. When she was in El Salvador, she was working as a teacher in a small village. Often as she rode her horse to the school where she worked, she heard shots. She was nervous, but she continued anyway. One day, she came home from school and her mother told her that her brother had been shot and killed by military forces in the village. Although Isidra loves her country and her profession, she came here because her mother sent her. Her mother could not risk losing another child. (This is a true story.)

Questions

1. What happened to Isidra and her family before she came to the United States?

2. How are living conditions in Central American? ...in your home country?

3. Is this type of problem common in your community?

4. In your opinion, why does the problem exist?
   What are the major causes or roots of these conditions?

5. What can we do in our communities here in the U.S. to reduce the effects of this problem?

PROBLEM-POSING THEMES FOR LEVEL 3

COMMUNITY SERVICES/SCHOOL
(not in REEP)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Students don't know what community services they are entitled to; social services workers don't speak Spanish.

Suggested Code Tell students the story of Jane who is a social worker in a primarily Latino community. She explains that every day she is very busy with many clients, mostly Latinos. She tries to help them use community services and deal with daily problems such as finding jobs for the adults and schools for the children. However, there is one problem: many of her clients do not speak English and she does not speak any Spanish.

Questions

1. Tell me about Jane.
   (Ask more questions as needed to elicit the rest of the story.)
   Where is Jane from?
   What language does she speak?
   What does she do?
   Who are her clients?
   What language do they speak?
2. Jane says that she has one problem at her job; what is it?
3. Do you know any Latinos who have this problem communicating about community services?
4. Why does this communication problem exist?
   Why isn't the necessary information available for newly-arrived people?
5. Is there anything we can do to help get the information to people who need it?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Make a request/accept or deny the request
Make an appointment
Greet/take leave
Introduce self/others
Engage in small talk
Discuss own and others' families and friends
Talk/ask about habitual behavior
Offer thanks
Ask/answer requests for information
Check understanding
Acknowledge answers
Object
Describe problems/sympathize
Express/inquire about: needs/wants/intentions
Complain
Ask for/give an opinion

Discussion Topic related to this theme (see Discussion Section)

Language

DAILY ROUTINE
(not in REEP)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Students are overwhelmed trying to balance all of their responsibilities including jobs, family, and classes.

Suggested Code Show students a chart of the daily work and class schedule of Jaime Rojas. Tell students the details of Jaime's life. Include information about the number of people in his family and his responsibilities towards them as well as his work and class schedule.

Questions

1. Tell me about Jaime's life.
2. What does he do every day?
3. Do you think his life is easy or difficult? Please explain your answer.
4. Do you or your friends have a schedule similar to Jaime's?
5. How do you feel about that?
6. Why does Jaime have this problem?
7. Why do many new immigrants live in this situation?
8. Is there something that we can do about this situation? If so, what can we do?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Discuss own and others' families and friends
Talk/ask about habitual behavior

Describe problems/sympathize
Compare/express similarity/difference
Express/inquire about: likes and dislikes
Express/inquire about: needs/wants/intentions
Complain
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference

Discussion Topics related to this theme (see Discussion Section)

Daily Life
Time

EDUCATION/LANGUAGE LEARNING
(not in REEP)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: ESL classes in the United States often use different instructional methods than those of home country classes.

Suggested Code Show students two pictures of classroom activities. In Picture A, students are sitting in even rows at their desks, one student has his/her hand raised and is asking the teacher a question. In Picture B, taken from p. 66, Wallerstein, students are sitting in a language circle. Tell students that Picture A is a classroom in Costa Rica, and that Picture B is a classroom in the United States.

Questions

1. Tell me about the two pictures.
2. Which class is better, in your opinion?
   Which class is worse?
   Explain your answers.
3. Do you study English in a class like the one in Picture A or Picture B?
   Do you feel comfortable in your class?
4. Does everyone feel comfortable studying in your English class?
   If not, why do you think some people feel uncomfortable?
5. What can we do to help everyone feel good about the method of the English classes?

Functions related to this theme (see Functions Section in this document)

Give reasons
Ask for a description/describe: location and directions, places
Describe problems/sympathize

Compare/express similarity/difference
Remember the past
Express/inquire about: likes and dislikes
Express/inquire about: approval and disapproval
Ask for/give an opinion
Express preference/lack of preference

Discussion related to this theme (see Discussion Section)

Education

FINDING A JOB
(see pp. 66-7 REEP B)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Racial or ethnic job discrimination affects students when they are job hunting.

Suggested Code Show students Picture #1 of a Black person talking to an employer who is saying, "Sorry. We don't have any jobs." Then show them Picture #2 in which a light-skinned person is talking to the same employer who is saying, "OK, you can begin work tomorrow."

Questions

1. What is happening in the two pictures?
2. Explain the difference between Picture #1 and Picture #2.
3. Have you or your friends ever had similar problems because of your race or nationality? What happened?
4. What are some of the causes of this problem in your opinion?
5. If you were ever in this situation before, what did you do?
   What can someone do if they have this problem?
   Can we do anything to help another person when this happens to them?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Give reasons
Object
Agree/disagree/be noncommittal

Ask for a description/describe: people
Sympathize
Compare/express similarity/difference
Express/inquire about: approval and disapproval
Complain
Ask for/give an opinion

Discussion related to this theme (see Discussion Section)

Ethnic Groups
Foreigners

FOOD

(see pp. 60-1, REEP B)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Male immigrants must learn to cook in the United States because they may be separated from female family members or have schedules which preclude meals together with the women.

Suggested Code Show students a picture of a man in the kitchen cooking. Tell students the story of Carlos who is from Guatemala. Before he came to the United States he never had to cook because his oldest daughter or his wife always did the cooking. It was customary for women to do the cooking. Now he lives in the Washington, D.C. area and his family is still in Guatemala waiting for him to send for them. Here he is in the kitchen trying to figure out how to prepare a simple dinner for himself. Give the students the written form of the story to read afterwards.

Questions

1. Tell me about Carlos and his family.
   Who did the cooking for the family in Guatemala?
   Who does the cooking now in the United States?
2. Is the cooking a problem for Carlos in the United States?
3. Do you know any men who have this problem?
   What do they do about it?
4. Why is cooking "women's work" in some countries?
5. What can families do about this problem?
   What can men who are separated from their families do?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Instruct someone to do something/follow instructions or express understanding of them
Give/ask for directions/follow them
Discuss own and others' families and friends
Talk/ask about habitual behavior
Give reasons
Agree/disagree/be noncommittal
Ask for a description/describe: condition
Ask for a description/describe: objects
Sympathize
Compare/express similarity/difference
Express/inquire about: likes and dislikes
Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Ask for/give an opinion
Express preference/lack of preference

Discussions related to this theme (see Discussion Section)

Family
Food

HEALTH
(see pp. 62-3, REEP B)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: When immigrants have health problems, they often rely on home remedies or natural medicines as they had done in their native country.

Suggested Code Read a list of some home remedies to the students. You can create a code with the remedies written by your own students during the health unit or you can use the following ones from a previous session. Explain the difference between home remedies and medicine from the pharmacy.

Home Remedies from Bolivia
by Jeaneth Montecinos

> In Bolivia, if you have a stomachache, drink mate of Chamomile.
>
> In Bolivia, if you have a sore throat, gargle with warm vinegar or warm lemon juice.
>
> In Bolivia, if you have an earache, put warm garlic in it and wrap with cotton.
>
> In Bolivia, if you have flu, go to bed and smell [inhale] eucalyptus steam.

Questions

1. Tell me about the home remedies in Bolivia.
2. Do people from the United States use home remedies?
3. Do people from other countries use them?
4. Which home remedies do you and your friends use?
5. How effective are they?

6. Some people like to use medication from the pharmacy, some like to use home remedies, and some use both. Why is this?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Instruct someone to do something/follow instructions or express understanding of them
Give/ask for directions/follow them
Give warnings/follow them
Ask/answer requests for information
Give reasons
Check understanding
Get more information
Ask for a description/describe: location and direction, color and size, condition, objects, symptoms
Sympathize
Compare/express similarity/difference
Remember the past
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express preference/lack of preference

Discussion related to theme (see Discussion Section)

Health

HOUSING
(see pp. 68-9, REEP B)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: It is difficult for immigrants to complete necessary paperwork needed for housing (e.g., application forms).

Suggested Code Perform a skit with a main character who is a recent immigrant looking for an apartment. The skit follows this character to several buildings where he meets with the apartment manager and is given an application form to fill out. At the first building, the immigrant takes the form, says that he has forgotten his glasses and asks to complete it at home. At the second building, he says that he left some of the information at home and will bring back the form later. At the third place, he says that he needs to check with someone before filling it out. The man gives different excuses at each place until it becomes clear to the audience (students) that he cannot fill out the forms.

Questions

1. Tell me about the man looking for an apartment.
2. Did he have any difficulties when he was looking?
   What were they?
3. Do you know anyone who has had this problem when they were looking for an apartment? What did he/she do?
4. Why doesn't this man fill out the application form?
   Why do many people have this problem?
5. What can we do to help people with this problem?
   If a person cannot fill out an application for housing, then what can he/she do?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Ask someone to do something/do action or refuse to do action
Instruct someone to do something/follow instructions or express understanding of them
Ask/answer requests for information
Give reasons
Start/end a conversation
Hesitate
Agree/disagree/be noncommittal
Express interest/lack of interest
Check understanding
Make/accept excuses
Imagine
Express/inquire about: certainty and uncertainty

IMMIGRATION
(not in REEP)

Level 3

Problem Posing Theme: Some Family Members are Legal, Others are Undocumented.

Much of the recent immigration legislation tends to separate refugees from their family and friends.

SUGGESTED CODE

The following is a dialogue taking place between two Latinos and their North American friend who they meet with to speak Spanish and to practice their English.

Ken: So, congrats Mario. I heard that your application for amnesty went through! I'll bet there's a lot of Salvadorans around that wish they were in your shoes!?

Mario: Yes, it's probably true. Hey, I'll bet you didn't know that Sylvia applied and was granted asylum, did you?

Ken: Is that right!? Asylum? But Sylvia's family is from Managua. Why would she need asylum...except maybe from her boyfriend, who she broke up with? (This may be a good time to explain the meaning of asylum).

Sylvia: (Laughs, but then grows more serious) Well, I don't quite understand it myself but I'm glad I got it because now I can stay and work legally without worrying about being deported.

Mario: Speaking of worrying...that's me.

Ken: Why's that man? You're set. You're as good as "Born in the USA".

Mario: Not quite. You've met my family, right? And remember my little cousins? They're all illegal here because they came after 1982.

Ken: Why don't they apply for asylum like Sylvia? I remember your mother telling me how dangerous it was in your town in El Salvador and how your father was killed.

Sylvia: It's not that clear cut. His mom and sister both applied for asylum last year but they got turned down.

QUESTIONS

1. Who are these three people? Identify each and tell where they are from?

2. Explain Mario's and Sylvia's legal situations? How are they the same? How do they differ?

3. Mario is now legal and able to apply to become a citizen. How about his family? What happened to them? Why can't they get amnesty? Asylum?

4. Do you have friends or family who are in the same situation as Mario's? How does it make you feel?

5. Why do you think that the Immigration Reform and Control Act (IRCA) chose 1982 as the cut off date? Why was Sylvia accepted for asylum and not Mario's mother and sister?

6. What suggestions would you give to Mario regarding his family?

Problem Posing Theme: Filing for Asylum May be Only a Temporary Solution.

Nearly three-quarters of the undocumented workers in the U.S. entered the country after January of 1982. As such, they were not eligible for legalization under the provisions of IRCA. Many have filed for asylum in desperation. Many of them respond to advertisements from lawyers and others masquerading as lawyers who claim that they can obtain legalization status for the applicant for a "little money down".

CODE

Two friends from Central America have just arrived in the United States. They decide to apply for asylum so that they will be able to work. Teresa comes from Guatemala and Enrique from Honduras. An acquaintance from Nicaragua suggested a person in Virginia who helped him to get asylum. Both paid the $400.00 in consultation fees and the additional fees for submitting the documents. The "liaison" assured them they could work now that they had applied. They paid him the final payment and left with the papers that allowed them to work. Six months later their papers were revoked and they were ordered to report to the INS.

QUESTIONS

1. What do these three people (Teresa, Enrique and the liaison) have in common? What is different about their situations?

2. Discuss why Theresa and Enrique apply for asylum. How does asylum differ from amnesty?

3. Why are some people accepted for asylum and not others?

4. What avenues are available to Theresa and Enrique to redeem the excessive fees that they paid? Do you think that immigrants "get taken" like this often?

5. What would you have recommended to Teresa and Enrique before using the contact in Virginia? And after?

Footnote: In 1987, 85% of all applicants for asylum from Nicaragua were successful in obtaining the status. Only 3% of the applicants from El Salvador were successful. 0% were successful from Honduras or Guatemala.

MALE/FEMALE ROLES
(not in REEP)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Central American tradition dictates not having premarital sex (or **at least keeping up appearances), but many North American couples do.**

Suggested Code Do a role-play with two characters, Noemi and Steve. Noemi is a young woman from Central America, who is having problems with her boyfriend, who is from the U.S. She lives with her mother. Last night her boyfriend Steve asked her to come live with him, but she explained that her mother would not allow it. Noemi said that Steve would have to marry her. In anger, Steve broke up with her. Allow students to finish the dialogue if they wish. Afterwards, give them the written version of the dialogue for reading practice.

Questions

1. Tell me Noemi's story.
2. What problem does she have with her boyfriend Steve?
3. Do you know any Latina women who have had a similar problem?
   If so, what did they do about it?
4. Why is there this kind of problem between men and women?
5. What ideas or suggestions do you have for a couple like Noemi and Steve?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Invite someone to do something/accept or reject the invitation
Ask for/give permission
Give/receive compliments

Discuss own and others' families and friends
Give reasons
Request time to think
Agree/disagree/be noncommittal
Ask for a description/describe: people
Compare/express similarity/difference
Express/inquire about: approval and disapproval
Express surprise
Express preference/lack of preference

Discussions related to this theme (see Discussion Section)

Family
Culture

MONEY/BANKING
(see pp. 64-5, REEP B)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Many students don't have checking accounts and must pay rent with cash or money orders for the exact amount. This may be inconvenient or risky or costly.

Suggested Code Show students a picture of a check cashing/money order business identified by the sign in front. Explain that Maria goes here to get a money order for her weekly rent. It costs her 65 cents for each money order.

Questions

1. Tell me what happened to Maria in this story.
2. How does Maria pay for her rent?
3. Is this a good way, in your opinion?
4. How do you and your friends pay for expenses such as rent (with a money order, cash, check) ?
5. Is it easy or difficult to do it that way?
6. Why is there a charge for money orders?
7. Why do immigrants use this method of payment?
8. Is there any other alternative renters can use?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise

Suggest a course of action/accept or reject the suggestion
Instruct someone to do something/follow instructions or express understanding of them
Ask/answer requests for information
Identify/ask for identification of objects
Sympathize
Compare/express similarity/difference
Complain
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express preference/lack of preference

ON THE JOB

Level 3

Problem-Posing Theme: Worker's Compensation for Undocumented Workers.

(Suggest using a worker's compensation form from the hospital for students to become familiar with and to fill out.)

Many immigrants have dangerous jobs which may result in injuries that require medical intervention. Often undocumented workers do not know the benefits available to them in the U.S. In addition they fear that by going to the hospital and divulging personal information, they may be deported.

SUGGESTED CODE

Act out a conversation between two construction workers: Francisco, from El Salvador, and John, from the United States. The conversation takes place in Francisco's home. Francisco was pushing a heavy load of bricks in a wheelbarrow up a ramp when his back went out. He has been home for two weeks now, lying on his back. John suggests he apply for worker's compensation.

QUESTIONS

1. Describe the conversation between Francisco and John. Where are they talking? What kind of work did Francisco do?
2. Describe what happened to Francisco at work. Why do you think he didn't go to the hospital and/or apply for worker's compensation.
3. Have you known people to act like Francisco? Take a vote and see how many people think that Francisco has/no right to be compensated and medically treated for injuries suffered while working illegally in this country.
4. Why do people presume that they have no alternatives to help them when they are sick or hurt?
5. What can workers who have this problem or people who know them do to alleviate this problem.

Problem-Posing Theme: Being Stuck in a Job With Bad Working Conditions.

Immigration reform requires employers to ask for appropriate papers from employees, showing that they are legally able to work in the United States of America (Employer's Sanctions). Many undocumented workers and those awaiting legalization may find themselves unable to leave their present job because no one else will hire them. Some undocumented workers may feel pressure to leave their jobs and find it difficult to find new employment.

SUGGESTED CODE

Juan Carlos works at a warehouse where he delivers furniture using the company truck. Recently his employer decided to take Juan Carlos and other illegal workers off the payroll because he had received a warning from the Immigration Service for employing "illegals". Now Juan Carlos only works part-time and receives "cash-under-the-table". Juan Carlos does not feel like he is being treated fairly. Also he does not take home enough money to support his family. He would like to quit and find other work. He is afraid though because some of his friends have tried but are having trouble finding work because they don't have the proper papers.

QUESTIONS

1. Tell me about Juan Carlos. Where does Juan Carlos work? What kind of work does he do? What happened to him and his friends recently?

2. Why doesn't Juan Carlos leave his job and look for a new one? Is he afraid that he won't be able to find another job? Or is it something else?

3. Do you think Juan Carlos' fear is justified? Do you know people who are "stuck" like Juan?

4. Why might other employers be hesitant to hire Juan Carlos and his friends? Do you think that Juan Carlos was discriminated against? Do you think it's fair to discriminate against undocumented workers?

5. If Juan Carlos was a friend of your family, what advice would you give him? Do you think he should stay at his present job even though he doesn't like it?

6. How would you change/amend current U.S. immigration laws?

PERSONAL ID
(see pp. 56-7, REEP B)

Level 3

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Some refugees manage to get a social security number that they use to obtain work.

Suggested Code Act out the unfinished dialogue below. The characters are two friends discussing how to get a job. Allow students to finish the dialogue if they so wish. Afterwards, give them the written version for reading practice.

> Friend #1: How did you find your job at the restaurant?
>
> Friend #2: Well, I found out about it through my cousin. He was working there as a busboy and he knew they needed a dishwasher.
>
> Friend #1: Did you have to fill out an application form?
>
> Friend #2: No, I just went there with my Social Security Card, talked to the boss, and that was it.
>
> Friend #1: You have a Social Security Card? How did you get it?
>
> Friend #2: ____
>
> Friend #1: ____

Questions

1. Tell me about the conversation between the two friends.
2. What do these immigrants need in order to get a job?
3. Is it easy for them to get this?

4. Did any of your friends have this problem when they were looking for a job?
5. If so, what did they do about it?
6. How do people feel when they are in this kind of a situation?
7. Why do people looking for a job need to provide this type of information?
8. What are the causes of the problem, in your opinion?
9. What can we do to try and reduce the effects of this problem?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Instruct someone to do something/follow instructions or express understanding of them
Give warnings/follow them
Ask/answer requests for information
Check understanding
Get more information
Sympathize
Compare/express similarity/difference
Express/inquire about: needs/wants/intentions
Express surprise
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Ask for/give an opinion

Discussions related to this theme (see Discussion Section)

Current Events
Citizenship and Government
Foreigners

PROBLEM-POSING THEMES FOR LEVEL 4

COMMUNITY SERVICES/SCHOOL
(see pp. 120-1, REEP B)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Immigrants are unaware of the community services that may be available to them. If they seek out these services, there is often a lack of bilingual/bicultural counselors to assist them.

Suggested Code Act out for students the story of Berta, a Salvadoran woman. She explains her story as a monologue. When she first came to the United States she had trouble sleeping, many nightmares, and cried a lot when she remembered her family in El Salvador. She didn't have any good friends or family here that she could talk to about her emotional problems. She didn't know that going to a support group organized by other immigrants or seeing a counselor at a mental health center was even an option for her. Allow students to finish the monologue in their own way if they wish. Then give them the written version for reading practice.

Questions

1. Tell me about Berta.
2. What problem did she have when she first came to the United States?
3. Did you or any of your friends have this problem when you came to the United States?
4. What did you do about it?
5. Why do you think that people have this problem?
6. How can we offer support to people who have these problems?
7. What can we do to improve this situation?
8. What services are needed for newly-arrived immigrants?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Give/ask for directions/follow them
Make a request/accept or deny the request
Make an appointment
Introduce self/others
Discuss own and others' families and friends
Talk/ask about habitual behavior
Call/answer the telephone, leave/take a message
Ask/answer requests for information
Give reasons
Request time to think
Start/end a conversation
Hesitate
Check understanding
Agree/disagree/be noncommittal
Ask for a description/describe: location and direction, places, people, symptoms
Sympathize
Remember the past
Express/inquire about: needs/wants/intentions
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express preference/lack of preference

Discussions related to this theme (see Discussion Section)

Arrival in the U.S.
Family

CLOTHING/CONSUMERISM
(not in REEP)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Students' shopping patterns are influenced by the United States emphasis on consumerism.

Suggested Code Show students a picture of Juan with his new stereo which is the latest, biggest, and one of the most expensive models!

Questions

1. Describe this picture.
2. What do you think about Juan's purchase?
3. Do people you know shop for this kind of product in the U.S?
   Did they do this kind of shopping in their home countries?
4. Why do some people feel they need to buy very expensive items?
5. How do you feel about American-style consumerism?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Talk/ask about habitual behavior
Identify/ask for identification of objects
Ask for a description/describe: color and size, condition, objects
Compare/express similarity/difference
Remember the past
Imagine
Express/inquire about: likes and dislikes

Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference

Discussion related to this theme (see Discussion Section)

Culture

DAILY ROUTINE
(not in REEP)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Unemployed immigrants may be lonely, bored and/or in severe financial trouble. Unemployment may cause the individual many other psychological and physical problems.

Suggested Code Tell students Alejandro's story. He was working in a restaurant. One day he came to work as usual and the manager told him the restaurant was closing. Now Alejandro has no job. He lives with his brother, sister-in-law and their baby. Only his brother is working. Their money is almost gone and they don't know what to do. Allow students to give advice for this family if they have any. After the discussion, give students the written version of the story for reading practice.

Questions

1. Tell me about Alejandro and his family.
2. What problems are they having?
3. Do you know anyone who is having a similar problems?
4. Why does these problems exist?
5. Why are so many people unemployed?
6. What can we do to help people with these problems?
7. Did you have some of these problems in the past? What did you do?
8. Do you have any other ideas that might help?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Give/ask for directions/follow them
Offer to do something
Make an appointment
Discuss own and others' families and friends
Call/answer the telephone, leave/take a message
Instruct people how to do something/follow instruction
Ask/answer requests for information
Identify self and others
Give reasons
Check understanding
Acknowledge answers
Agree/disagree/be noncommittal
Express interest/lack of interest
Get more information
Ask for a description/describe: location and direction, people, symptoms
Sympathize
Express/inquire about: needs/wants/intentions
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference

Discussions related to this theme (see Discussion Section)

Daily Life
Family

EDUCATION/LANGUAGE LEARNING
(not in REEP)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Cooperation, which is customary in the native culture, may be viewed as cheating in the United States classroom.

Suggested Code Have volunteers act out a skit in two scenes taking place in the classroom. The first scene is in a classroom in El Salvador where students are working together on a project. The second scene is in a United States classroom during a test. The teacher tells Jorge and Sonia to stop cheating because she sees them working together on the answers. After the discussion, give students the written version of the skit for reading practice.

Questions

1. Tell me about the class in El Salvador.
2. What did you see happening?
3. What did you see in the North American classroom?
4. What did the teacher say to Jorge and Sonia?
5. Have you or your children had any similar problems in school? If so, what did you do about that?
6. Why is there a difference between activities in the two classrooms?
7. Is there anything that can be done to help with this kind of problem in the schools?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise

Ask someone to do something/do action or refuse to do action
Instruct someone to do something/follow instructions or express understanding of them
Give warnings/follow them
Offer to do something
Talk/ask about habitual behavior
Ask/answer requests for information
Give reasons
Check understanding
Object
Agree/disagree/be noncommittal
Ask for a description/describe: people
Sympathize
Compare/express similarity/difference
Remember the past
Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Apologize/accept apology/forgive
Make/accept excuses
Express surprise
Express importance/unimportance

Discussions related to this theme (see Discussion Section)

Discussion
Education
Language

FINDING A JOB
(see pp. 116-7, REEP B)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Since employers often take advantage of immigrant workers, should try to get written contracts. Domestic workers, in particular, might think about asking for a green card as part of their job contract.

Suggested Code Tell students Adelina's story. She's from Bolivia and came to the United States to work as a housekeeper/babysitter for a Bolivian diplomat's family. They said that they would help her get a green card, but now the family is moving back to Bolivia. Adelina wants to stay, but she is undocumented and the family is no longer talking about sponsoring her. After the discussion, give students the written version of the story to read.

Questions

1. Tell me Adelina's story.
2. What difficulty is she experiencing?
3. Do you know anyone who has this kind of a problem?
4. Why does this kind of problem exist?
5. What can someone in this situation do to reduce the problem?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Ask someone to do something/do action or refuse to do action
Make a request/accept or deny the request
Instruct people how to do something/follow instructions
Ask/answer requests for information

Give reasons
Start/end a conversation
Check understanding
Acknowledge answers
Object
Agree/disagree/be noncommittal
Get more information
Ask for a description/describe: people
Sympathize
Express/inquire about: likes and dislikes
Express/inquire about: needs/wants/intentions
Complain
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express importance/unimportance
Predict/state intentions

Discussions related to this theme (see Discussion Section)

Future
Citizenship and Government

HOUSING
(see pp. 112-3, REEP B)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Renters don't know their rights and obligations or those of the landlord. As a result, the landlord may not fulfill his obligation to keep the apartment in good repair. Tenants are afraid to report violations due to fear of eviction.

Suggested Code Show students a photograph of the inside of a run-down one-bedroom apartment. Tell them the story of four men who live there: two brothers, a cousin and another friend. They pay $500 per month rent. Although the condition of their apartment is very bad, they are afraid to complain to the landlord about it because they are undocumented. They think that the landlord will report them to the INS if they complain.

Questions

1. What do you see in the picture?
2. Tell me about the people who live in this apartment.
3. Are these people satisfied with their apartment? Why?
4. Do you have any family or friends who are living in similar conditions? If so, what did they do about this?
5. Why is there a problem with the condition of some apartments?
6. What changes do we need to improve conditions in apartments?
7. What can we do to help with these changes?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Ask someone to do something/do action or refuse to do action
Give warnings/follow them

Make a request/accept or deny the request
Make an appointment
Call/answer the telephone, leave/take a message
Ask/answer requests for information
Give reasons
Request time to think
Start/end a conversation
Interrupt/prevent interruptions
Hesitate
Check understanding
Acknowledge answers
Object
Agree/disagree/be noncommittal
Get more information
Ask for a description/describe: location and direction, condition, objects, places
Sympathize
Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Express surprise
Complain
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference

Discussion related to this theme (see Discussion Section)

Foreigners

IMMIGRATION
(not in REEP)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Unscrupulous lawyers try to take advantage of students' confusion about their legal status. Legal advice is very expensive and can't solve many problems.

Suggested Code Tell students Maruja's story. She went to a lawyer about her legal status wanting to get a green card. He offered to help her, but wants a $200 consultation fee before taking her case. Maruja is not sure if she should give him the money or not. She doesn't have much money. Let the students give advice if they wish. After the discussion, give them the written version of the story to read.

Questions

1. Tell me Maruja's story.
2. What difficulty is she having with her lawyer?
3. Do you know anyone who has a similar problem?
4. What are the causes of this type of problem?
5. What can we do to reduce the effects of this problem in our communities?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Ask someone to do something/do action or refuse to do action
Make a request/accept or deny the request
Make an appointment
Instruct people how to do something/follow instructions
Ask/answer requests for information

Give reasons
Request time to think
Start/end a conversation
Interrupt/prevent interruptions
Hesitate
Check understanding
Acknowledge answers
Object
Agree/disagree/be noncommittal
Express interest/lack of interest
Get more information
Sympathize
Express/inquire about: needs/wants/intentions
Complain
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference
Predict/state intentions

Discussions related to this theme (see Discussion Section)

Future
Citizenship and Government

MALE/FEMALE ROLES
(not in the REEP)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Students come from backgrounds where the man works and the woman usually stays home. When a couple comes to the United States, it is often the woman who finds a job first. This throws the entire balance of the relationship out of kilter and may lead to alcoholism or family break-up.

Suggested Code Act out an argument between a husband and wife. She is working as a maid in a hotel. He is unemployed. In Mexico, where they are from, he was a truck driver and she was a housewife. He says, "It's the man's job to work." She replies, "Yes, but you don't have a job, so I have to work." Then the husband becomes angry and leaves to go out drinking with his friends.

Questions

1. Tell me about the argument between the husband and wife.
2. What is the problem between them?
3. Do you know any couples or families who have problems like this?
4. If so, what did they do about it?
5. Why is this work situation a problem for immigrants?
6. What can be done to reduce the tension?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Discuss own and others' families and friends

Talk/ask about habitual behavior
Give reasons
Request time to think
Start/end a conversation
Object
Agree/disagree/be noncommittal
Ask for a description/describe: people
Sympathize
Compare/express similarity/difference
Remember the past
Express/inquire about: likes and dislikes
Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Complain
Show concern/give reassurance
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference
Predict/state intentions

Discussions related to this theme (see Discussion Section)

Family
Daily Life

MONEY/BANKING
(see pp. 126-7, REEP B)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Students are afraid they will be turned in to the INS if they open a bank account.

Suggested Code Present a dialogue between two recent immigrants discussing money matters. One asks the other why she doesn't put her money in the bank. The other replies that she doesn't want the immigration service to get her name from the bank. After the discussion, give students a written version of the dialogue to read.

Questions

1. Tell me about the conversation between the two friends.
2. Will she put her money in the bank?
   What's the problem that one of these people has with using the bank?
3. Have you or anyone you know ever had this doubt about using the bank?
   If so, did you put your money in the bank anyway or did you decide not to?
4. Why do people worry about the INS getting information about them from the bank?
5. How can bank customers learn more about services and procedures at the bank?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Ask/answer requests for information
Give reasons
Check understanding
Get more information

Ask for a description/describe: location and direction, places
Sympathize
Express/inquire about: needs/wants/intentions
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Give/ask for an opinion

Discussion related to this theme (see Discussion Section)

Citizenship and Government

ON THE JOB
(see pp. 118-9, REEP B)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Many immigrants don't get vacation, sick leave or insurance benefits from their jobs.

Suggested Code Act out the following dialogue between two immigrants discussing a vacation they want to take. After the discussion, give students the written version of the dialogue to read.

> Orfelina: Why don't we take a vacation? I have a sister in New York. We could go visit her for a few days.
>
> Judith: Oh, I can't. I don't have enough money.
>
> Orfelina: Don't worry. We could go in two weeks after we save the money.
>
> Judith: Good idea! Let me ask at my job.
>
> (The next day.)
> Judith: Well, I asked my boss about the vacation and he said I don't get any vacation.
>
> Orfelina: But you've been working there for more than a year!
>
> Judith: That's what I said. Finally, he told me I could take leave without pay.
>
> Orfelina: What does that mean?
>
> Judith: I can go for a week's vacation, but I don't get a paycheck that week.

Questions

1. Tell me about the conversation between Judith and Orfelina.

2. Why can't Judith go on vacation with her friend?
3. Do you or your friends have any conditions at your job which are difficult for you?
4. Why are job conditions for some immigrants so difficult?
5. What are the roots of this problem?
6. Is there anything we can do to try to reduce this problem?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Ask someone to do something/do action or refuse to do action
Invite someone to do something/accept or reject the invitation
Ask for/give permission
Engage in small talk
Discuss own and others' families and friends
Ask/answer requests for information
Give reasons
Check understanding
Acknowledge answers
Agree/disagree/be noncommittal
Express interest/lack of interest
Get more information
Object
Sympathize
Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Express surprise
Complain
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Predict/state intentions

Discussion related to this theme (see Discussion Section)

Foreigners

Problem-posing Theme: Immigrants Do the Worst Jobs.

Immigrants have played a major role in the history of the U.S.A. Except for Native Americans, we are a nation of immigrants. It is often said that this country was built on the backs of immigrants. It seems that immigrants do the jobs that no one else wants to do.

CODE

Divide the class into two groups and give them the following character sketches of two immigrants.

A. You are a person who has been technically trained in your country. Here you are working as a laborer for a construction company. You are unhappy and very frustrated.

B. You are a new immigrant in the U.S.A. You work as a fast food person at a restaurant. You are very happy. You believe that if you keep working you will get ahead.

QUESTIONS

Answer the following questions in your group:

1. What is character's name?
2. Where is your character from?
3. How long have you been here?
4. Where do you work?
5. Do you like it? Why?
6. What was your training in your country?
7. What do you want to do?
8. Is the system in the United States fair? Why or why not?
9. How would you change the system to make it better?

In pairs, one person from each group do a role play of the two workers talking on the street. Teacher and volunteer circulate, helping with vocabulary when necessary. Pick one pair to act out their dialogue in front of the class.

QUESTIONS

1. Describe the two characters. What is the background of the first character?
2. What do you think of their attitudes? Character A or Character B?

3. Why is Character A so frustrated, disgruntled and unhappy?
4. Do you know people like him? Do you feel like him sometimes? Describe what it is that makes you feel frustrated with the work that you do.
5. Why is it that immigrants seem to do the "nasty" or "dirty" jobs? Is this true in your country?
6. What suggestions would you give to character A to help improve his life?

Problem-posing Theme: The Immigration Law Hurts Employers.

One rationale given for tightening up the employment documentation necessary to work in this country is that it will force employers to hire unemployed citizens and not undocumented immigrants.

CODE

Read and critique the June 6, 1988 Washington Post article "Illegal-Worker Ban Leaves Firms Hurting". The article presents the underlying theme for the immigration reform and then discusses the challenges and adaptations that employers are experiencing.

QUESTIONS

1. Give a brief synopsis of the article outlining the main points.
2. Immigrants are not the only ones being hurt by the immigration reform. Describe how employers are being effected by the legislation.
3. Have you noticed changes taking place in the community or in the work site that are similar to what is being described in the article?
4. It's important to realize that if enough people are unhappy with laws passed in this country, then there is a possibility to change the laws, or to modify them. What steps can employers take to modify this law? How might this affect undocumented workers? How can we change this law? Do you know of any examples where immigrants have been able to change laws?

Problem-posing Theme: Legal Workers Contract Undocumented Workers "Under the Table."

Restaurants, hotels, factories and other places of employment are having a difficult time finding U.S. citizens to do low paying, "unskilled" or "semi-skilled" labor. Many are finding ways to "get around the law."

CODE

Mr. Schmidt, a long time resident of the city, owns his own janitorial cleaning company. The manager of WeUseU Co. has contracted out the cleaning of their four story building to Mr. Schmidt. He pays him cash "under the table" each week. At first Mr. Schmidt tried to clean the whole building himself. But as time passed he realized that he could hire Salvadorans to do all the cleaning and he would make money on each laborer without working as hard.

Two of the Salvadoran women who work for him complained to the WeUseU manager that they are two weeks behind in their pay and that sometimes Mr. Schmidt treats them roughly. The manager refuses to acknowledge the problem, saying that they are not employees of WeUseU and that they will have to take the matter up with Mr.Schmidt.

QUESTIONS

1. Identify everyone in the story and explain the relationships between each. Why would the manager arrange such a deal?

2. Explain what problems the Salvadoran women have with their work situation? Do they enjoy the rights of other legally employed workers?

3. Do you know anyone who is working like these two women. What criticisms would you make of this situation? Would you work in an arrangement like this?

4. Who benefits the most from this arrangement? The least? What other ways do employers and immigrants get around the laws in order to work?

5. What would you recommend to the Salvadoran women in order to ensure that they have their rights protected?

Problem-posing Theme: Any Person With a Foreign Accent is Suspicious.

Employers have been laying off workers and have been discriminating against hiring new employees who may "appear" to be undocumented (e.g., speak English with an accent), even though this is an illegal practice. As a result there are a lot of businesses that are unable to fill their unskilled and semi-skilled positions.

CODE

Three friends Thom, Leroy and Federico are walking down Connecticut Ave. All three have just arrived in the city and are looking for work. Leroy and Thom are U.S. citizens. Federico, a Belizean, is undocumented. They notice a lot of "help-wanted" signs in the windows of fast food restaurants and grocery stores. Federico suggests that they apply for work at one of the restaurants. Thom and Leroy are more interested in working for the government, so they tell Federico to go ahead. Federico steps around to the service door to inquire about work.

QUESTIONS

1. Why do these three friends come to the city? What do they have in common? How do they differ?
2. What kind of work are they looking for? Why are there so many jobs being advertised? Why don't Thom and Leroy seem interested in working at the restaurant?
3. Discuss what might happen as Federico applies for a job. Will he get one? What kind of questions might the employer ask him?
4. If the employer doesn't hire Federico, and no one else applies, what will the employer do to find the employees that he needs? What do you think will happen to Federico?
5. Under the new Immigration law, agricultural workers have been given special exemption in order to do agricultural work. Do you think it's possible that a similar exemption might be provided for the service industry (restaurants and hotels)? Do you think it is a good idea?

PERSONAL ID
(see pp. 108-9, REEP B)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Since greeting customs in the United States are different than in students' home countries, they may feel uncomfortable when meeting North Americans.

Suggested Code Show students two photographs with captions. Picture "A" depicts two Latinas greeting each other with a kiss. A caption under the picture says, "Buenas. Como estas?" Picture "B" represents two North Americans greeting each other with a handshake. The caption says, "Hello. How are you?"

Questions

1. Describe the people in these pictures. (Ask more questions only if students don't respond fully to the above.)

    Where are these people from?
    What are their names?
    What are they doing?
    How do they feel?

2. Is there a difference between the people in picture "A" and in picture "B"?
3. Which greeting are you more comfortable with? Why?
4. Have you seen this difference?
5. Have you participated in a greeting similar to picture "B"? If so, how did you feel about it?
6. Why is there a different way of greeting in each country?
7. What can people do to adapt to different greeting customs?

8. How can they learn these differences?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Greet/take leave
Introduce self/others
Give receive compliments
Engage in small talk
Discuss own and others' families and friends
Agree/disagree/be noncommittal
Include other people
Sympathize
Compare/express similarity/difference
Remember the past
Express/inquire about: likes and dislikes
Ask for/give an opinion
Express preference/lack of preference

Discussions related to this theme (see Discussion Section)

Culture
Arrival in the U.S.

SOCIAL LIFE/DATING/MARRIAGE
(not in REEP)

Level 4

Competencies Related to Problem-posing Theme

1. Describe code in a way that can be understood by an English-speaking person.
2. Identify at least one problem observed in code.
3. State relevancy, if any, of problem to own life.
4. Express feelings about problem.
5. State roots or causes of problem.
6. Identify actions that may reduce the problem and, if feasible, organize and do them.

Problem-posing Theme: Use of drugs and alcohol in social situations provides temporary escape from problems, but may lead to addiction. High-school drop-outs or others with financial problems may be tempted to sell drugs as a source of income.

Suggested Code Show students a picture of a party where immigrants are drinking from bottles of liquor, or a picture of drug dealing.

Questions

1. What do you see in the picture?
2. Is there a problem in this picture? If so, what is it?
3. Do you know anyone who has this problem?
4. Why do you think some people have this problem? What are some of the reasons for it?
5. Is there anything we can do to help someone who has this problem?

Functions related to this theme (see Functions Section in this document)

Describe a problem/ask for advice/advise
Suggest a course of action/accept or reject the suggestion
Give warnings/follow them
Engage in small talk
Talk/ask about habitual behavior
Identify/ask for identification of objects
Report an emergency/crime
Give reasons
Check understanding

Agree/disagree/be noncommittal
Express interest/lack of interest
Get more information
Ask for a description/describe: location and direction, objects, places, people, symptoms
Sympathize
Compare/express similarity/difference
Express/inquire about: likes and dislikes
Express/inquire about: approval and disapproval
Express/inquire about: needs/wants/intentions
Complain
Show concern/give reassurance
Express/inquire about: certainty and uncertainty
Ask for/give an opinion
Express importance/unimportance
Express preference/lack of preference
Predict/state intentions

Discussion related to this theme (see Discussion Section)

Current Events

FUNCTIONS FOR LEVELS 3 AND 4

A language function is what a speaker and listener do with language. It refers to the *purpose* of the interaction, rather than the *linguistic forms* used by the speakers. For example, describing something, giving an opinion, clarifying your meaning, or asking for advice are all language functions.

Students in Levels 3 and 4 have already acquired basic structures, vocabulary, and competencies in English and are ready to work on achieving more oral fluency and on learning the nuances of conversation. By becoming proficient with language functions, students directly address this need for more fluent and situationally appropriate speech.

An advantage of teaching functions (besides increased fluency in speaking) is that students become accustomed to the unpredictable nature of conversation with native speakers. If, for example, they are working on stating a problem and giving advice for the problem--a functional activity--they will not know exactly what course the conversation may take. Practice of this sort will prepare them for this uncertainty in exchanges with English speakers. Thus, when they are no longer in the familiar environment of the classroom, students are more likely to transfer their skills for use with native speakers of English.

There are several factors besides the purpose of the conversation to keep in mind when utilizing a functional component in the curriculum. These include:

(a) the role of each speaker in the conversation (strangers, friends...);

(b) the hierarchy of roles (a parent is in a superior role to a child, an employee is in an inferior position to a manager, a friend speaking with a friend is in a position of equality);

(c) the setting of the conversation (at work, in the supermarket...); and

(d) the topic of conversation (health problems, small talk, school...).

All of these factors will affect the ultimate form of conversation.

The following list includes suggested functions for levels 3 and 4 divided into broad sections. Each function is cross-referenced by book title or author's name and date to the bibliography at the end of the list with short notes about situations where the function is used. There is also a phrase after each function to illustrate its meaning. These phrases are not meant to limit the scope of teaching, but only to provide an example of the function. Teachers adding functions to their classes should also see the "Functions" section of the ESL teacher file at the SED Center.

KEY TO USING THIS SECTION

The first line in each entry describes the function.

The following lines describe:

the situation(s) in which the function can be applied, e.g., health, travel, or various;

the books in which the function can be found, including page numbers.

MENU OF FUNCTIONS

A. ACTION-ORIENTED TASKS:

1. Describe a problem/ask for advice/advise.

Various: *Functions of American English*, pp. 58-61
Health: *Getting Together*, pp. 78-83

"My toilet is broken. What should I do?" "You should call the landlord."

2. Suggest a course of action/accept or reject the suggestion.

Various: *Milk and Honey, Book 2*, pp. 151-162;
Functions of American English, pp. 22-26, 58-61
Travel: *Getting Together*, pp. 127,136
Housing, Health, Transportation: *In Touch, Book 2*, pp. 9-16, 25-30, 97-103

"Let's have lunch at El Tazumal." "I'm sorry. I don't have time today."

3. Ask someone to do something/do action or refuse to do action.

Various: *Milk and Honey, Book 2*, pp. 151-162;
Functions of American English, pp. 22-26

"Please close the window." "O.K."

4. Invite someone to do something/accept or reject the invitation.

Various: *Milk and Honey, Book 2*, pp. 90-115
Dating: *Functions of American English*, pp. 11-17
Party, Friend, Dating: *In Touch, Book 2*, pp. 57-64, 89-96
Dating and Others: *In Touch, Book 3*, pp. 25-31

"Would you like to go to the movies tonight?" "Sure!"

5. Instruct someone to do something/follow instructions or express understanding of them.

Oral: *Functions of American English*, pp. 48-54;
Live Action English, entire book
Written: *Elementary Composition Practice, Book 2*, pp. 51-62

"First, you beat the eggs." "Uh-huh."

6. Give/ask for directions/follow them.

Various: *Lifelines 3*, pp. 27-42;
In Touch, *Book 2*, pp. 97-104;
Elementary Composition Practice, *Book 2*, pp. 51-62

"How do I get to McDonald's?"
"Take Columbia Road to 18th Street."

7. Give warnings/follow them.

On the Job: *Speaking Up at Work*, pp. 61-68

"You should wear safety glasses."

8. Make a request/accept or deny the request.

Housing: *Lifelines 4*, pp. 41-47
Borrowing Food: *Getting Together*, pp. 104-106
Favor: *In Touch*, *Book 2*, pp. 9-16, 57-72
For Instruction, Favor: *In Touch*, *Book 3*, pp. 9-16, 81-88

"Do you have change for a dollar?"
"I'm sorry I don't."

9. Place an order.

Clothes: *Getting Together*, pp. 94-96

"I'd like the chicken dinner with French fries."

10. Ask for/give permission.

Various: *Milk and Honey*, *Book 2*, pp. 80-89;
Functions of American English, pp. 40-43;
In Touch, *Book 2*, pp. 57-64

"Do you mind if I bring a friend?"

11. Offer to do something.

Various: *Functions of American English*, pp. 40-43;
In Touch, *Book 2*, pp. 57-64, 81-88;
In Touch, *Book 3*, pp. 25-31, 64-72

"Do you want me to bring anything?"

12. Make an appointment.

Health: *Lifelines 3*, pp. 63-69

"I'd like to make an appointment with Dr. Hester."

B. SOCIALIZE:

1. Greet/take leave.

Various: *Milk and Honey, Book 2*, pp. 1-14;
Lifelines 3, pp. 1-6;
Lifelines 4, pp. 1-6;
In Touch, Book 3, pp. 1-8

"Hi. How are you?"
"Well, I've got to go."
"Goodbye."

2. Introduce self/others.

Various: *In Touch, Book 2*, pp. 1-7;
In Touch, Book 3, pp. 1-8

"Maria, this is Juan."

3. Give/receive compliments.

Various: *Milk and Honey, Book 2*, pp. 116-127;
Culturally Speaking, pp. 65-67
Clothing: *In Touch, Book 2*, pp. 31-38
After meal: *In Touch, Book 3*, pp. 98-105

"That's a beautiful sweater". "Thanks, I made it myself."

4. Engage in small talk.

Various: *Functions of American English*, pp. 11-17;
Culturally Speaking, pp. 18-22

"Nice weather today."

5. Discuss own and others' families and friends.

Various: *Getting Together*, pp. 67-74
At Work: *Speaking Up at Work*, pp. 38-42

"My family is in El Salvador."

6. Talk/ask about habitual behavior.

Various: *In Touch, Book 2*, pp. 73-80
Daily routine: *Elementary Composition Practice, Book 2*, pp. 11-24
At work: *Speaking Up at Work*, pp. 11-14

"I get up at 6 o'clock every morning."

7. Offer thanks.

Various: *Milk and Honey, Book 2*, pp. 174-185
For gift: *Getting Together*, pp. 168

"I appreciate your help."

8. Extend congratulations.

Various: *Milk and Honey, Book 2*, pp. 163-173

"That's wonderful. Congratulations!"

C. GATHER AND SHARE INFORMATION:

1. Call/Answer the telephone leave/take a message.

Various: *Lifelines 3*, pp. 77-83;
In Touch, Book 2, pp. 81;
Culturally Speaking, pp. 120-136
Doctor's appointment: *Getting Together*, pp. 84-87
Ordering merchandise: *Getting Together*, pp. 94-96

"Hello, is Ramon there?" "No, he's not."
"May I leave a message?"

2. Instruct people how to do something/follow instructions.

Various: *Functions of American English*, pp. 48-54;
Live Action English, entire book;
Elementary Composition Practice, Book 2, pp. 51-62

"First, you beat the eggs." "Uh-huh."

3. Give and follow directions.

Various: *Lifelines 3*, pp. 27-42;
In Touch, Book 2, pp. 97-104;
Elementary Composition Practice, Book 2, pp. 51-62

"Take the bus to Dupont Circle."

4. Ask/answer requests for information.

Various: *Functions of American English*, pp. 18-21;
Lifelines 3, pp. 7-20;
In Touch, Book 2, pp. 1-8, 17-24;
In Touch, Book 3, pp. 1-8, 39-47, 73-81
Personal Information: *Getting Together*, pp. 1-10, 22-34
Clothes: *Getting Together*, pp. 94-98
Cities and Cultures: *Getting Together*, pp. 117-122

"What time is it?" "Five o'clock."

5. Identify self and others.

Various: *Functions of American English*, pp. 11-17;
In Touch, Book 3, pp. 1-8

"My name is Cristina."

6. Identify/ask for identification of objects.

Clothes: *Getting Together*, pp. 92-93, 97-100

"What's this?" "It's a sweater."

7. Identify meaning of signs/symbols.

Traffic signs, maps: *Lifelines 3*, pp. 27-42

8. Report an emergency/crime.

Various: *Lifelines 3*, pp. 85-97;
Lifelines 4, pp. 77-89

"Help! There's been a burglary in my building!"

(See the "Conversation Skills" section that follows for more examples of functions needed to gather and share information.)

D. USE CONVERSATION SKILLS:

1. Give reasons.

Various: *Functions of American English*, pp. 40-43;
Getting Together, pp. 60-61, 70-71

"Because it's closer.

2. Request time to think.

Various: *Getting Together*, pp. 69

"Just a minute."

3. Start/end a conversation.

Various: *Functions of American English*, pp. 11-17;
Getting Together, pp. 94-96
Telephone: *In Touch, Book 2*, pp. 81-88
Say Goodbye: *In Touch, Book 3*, pp. 98-105

"Hello. ... Well, it's been nice talking to you."
"How are you doing?"

4. Interrupt/prevent interruptions.

Various: *Functions of American English*, pp. 31-34

"... and another thing."

5. Hesitate.

Various: *Functions of American English*, pp. 31-34;
In Touch, Book 3, pp. 25-31

"Um."

6. Check understanding.

Various: *Functions of American English*, pp. 48-54
Clarification: *In Touch, Book 3*, pp. 98-105
Holding your own in conversations: *Culturally Speaking*, pp. 31-40

"So you mean to say that ...?"

7. Include other people.

Various: *Functions of American English*, pp. 31-34

"Oh, Jorge, weren't you in Guatemala, too?"

8. Acknowledge answers.

Various: *Getting Together*, pp. 68-69

"Uh-huh. O.K. I see."

9. Object.

Various: *Getting Together*, pp. 91-92

"I don't know about that, not really."

10. Agree/disagree/be noncommittal.

Various: *Milk and Honey, Book 2*, pp. 67-79;
Functions of American English, pp. 44-47;
Getting Together, pp. 78-87, 129-130;
In Touch, Book 3, pp. 17-24, 32-38

"That's right". "I don't think so." "Mmm."

11. Express interest/lack of interest.

Various: *Milk and Honey, Book 2*, pp. 55-66

"Oh, really?" "Mmm."

12. Get more information.

Various: *Functions of American English*, pp. 18-21;
Getting Together, pp. 67-71

"When were you there?"

E. DESCRIBE:

Ask for a description/describe:

1. Location/Direction.

Various: *Lifelines 3*, pp. 27-42;
Getting Together, pp. 55-58, 60-64, 97-98, 117-118

"It's on the left, next to the bank."

2. Color/Size.

Various: *Functions of American English*, pp. 48-54
Clothes: *Getting Together*, pp. 94-96

"The medium, red, long-sleeved shirt."

3. Condition.

Car after accident: *Lifelines 4*, pp. 83-89

"It's like new."

4. Objects.

Various: *Functions of American English*, pp. 48-54

"Round."

5. Places.

Various: *Functions of American English*, pp. 48-54;
Getting Together, pp. 129-134, 145-150

"It has a desert climate."

6. People.

Various: *Functions of American English*, pp. 48-54;
Lifelines 3, pp. 91-97;
In Touch, Book 3, pp. 25-31

"Tall, handsome, curious, messy..."

7. Symptoms.

Various: *Lifelines 3*, pp. 63-69

"I have a headache and a sore back."

8. Problems/sympathize.

(also see "accomplish action")
Various: *Functions of American English*, pp. 58-61;
In Touch, Book 2, pp. 89-96;
Culturally Speaking, pp. 49-57, 80-82
With appliance, symptoms: *Lifelines 3*, pp. 43-50, 63-70
With car problems, damage, symptoms: *Lifelines 4*, pp. 27-34, 49-62, 83-90
Health: *Getting Together*, pp. 77-83

"My mother is always complaining that I go out too much."
"That's too bad."

9. Compare/express similarity/difference.

Various: *Functions of American English*, pp. 55-57
Places: *Lifelines 4*, pp. 56-63

"New York is dirtier than Washington, D.C."

10. Remember the past.

Various: *Functions of American English*, pp. 27-30

"When I was small..."

11. Imagine.

Various: *Functions of American English*, pp. 35-39;
Getting Together, pp. 21-34

"If I had a million dollars, I'd take a trip around the world."

8. Show concern/give reassurance.

Various: *Milk and Honey, Book 2*, pp. 42-54

"I'm sorry to hear that."

9. Extend congratulations.

Various: *Milk and Honey, Book 2*, pp. 163-173

"That's wonderful. Congratulations!"

G. EXPRESS ATTITUDES/OPINIONS

1. Express/inquire about certainty/uncertainty.

Various: *Milk and Honey, Book 2*, pp. 15-24

"Are you sure?" "Positive.

2. Ask for/give an opinion.

Various: *Getting Together*, pp. 21;
In Touch, Book 2, pp. 17-24, 31-38;
In Touch, Book 3, pp. 8, 17-24, 39-46, 56-63, 73-80, 98-105
Housing: *Lifelines 3*, pp. 51-56

"What's your favorite color?" "Blue."

3. Express importance/unimportance.

Education, careers, house: *Getting Together*, pp. 11-20, 137-150

"We really need a lamp in the living room."

4. Express preference/lack of preference.

Various: *Milk and Honey, Book 2*, pp. 142-150;
Functions of American English, pp. 55-57

"I'd rather go the Burger King."

5. Predict/state intentions.

Various: *Functions of American English*, pp. 35-39;
Getting Together, pp. 35-42

"I plan to get a better job."

F. EXPRESS FEELINGS:

Express/inquire about:

1. **Express/inquire about likes and dislikes.**

   Jobs, Travel and Vacation, Holidays and Celebrations:
   Getting Together, pp. 137-150, 163-169

   "I don't like chocolate ice cream."

2. **Approval/disapproval.**

   Various: *Milk and Honey, Book 2*, pp. 128-141

   "Look at this dress. Isn't it nice?"

3. **Needs/wants/intentions.**

   Intentions: *Functions of American English*, pp. 35-39
   Needs: *In Touch, Book 2*, pp. 39-46

   "I need a cup of sugar."

4. **Apologize/accept apology/forgive.**

   Various: *In Touch, Book 2*, pp. 65-72

   "I'm sorry. That's O.K."

5. **Make/accept excuses.**

   On the telephone: *Lifelines 3*, pp. 77-84

   "I'm sorry I'm late. I missed the bus."
   "Don't worry about it."

6. **Express surprise.**

   Various: *Milk and Honey, Book 2*, pp. 25-41
   Health: *Getting Together*, pp. 77-83

   "Wow! What a coincidence!"

7. **Complain.**

   News: *Getting Together*, pp. 151-152

   "It's too hot."

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DISCUSSION SECTION

CONTENTS:

I. Introduction

II. Suggested ground rules for discussion and role of teacher as facilitator; what makes good questions.

III. Sampling of Discussion Methods.

IV. Suggested Discussion Topics with Sample Questions.

V. Resources for Discussion.

I. INTRODUCTION

At levels 3 and 4, students need to have the opportunity to develop greater English language fluency in less controlled, more natural interaction situations. The use of free discussion provides this opportunity. Discussion allows students to focus on expressing their ideas, not using the correct language forms. Fluency, not accuracy, is the goal of discussion activities. Several other benefits result from these activities. They are useful as ice breakers in early class sessions, allowing students to get to know one another in a natural and spontaneous way. In addition, the teacher can get to know student interests and backgrounds, and thus plan to relate course content more closely to them.

Specific topics of discussion can also help to meet the SED Center's stated goals of furthering students' cross-cultural awareness and critical thinking skills. Topics focusing upon culture itself or comparisons between aspects of life in the U.S. and life in the home country can promote greater cross-cultural understanding. Students and teacher can become aware of similarities across cultural lines as well as the differences that create rich cultural diversity. This awareness, in turn, can become an important element in the critical reflection upon problems posed by students' real life situations. While discussion thus is central to the Freire problem-posing approach, discussion in the Levels 3 and 4 classroom is not limited to Freirian themes.

II. SUGGESTED GROUND RULES FOR DISCUSSION

Role of Discussion Group Member

1. Listen carefully to others.
2. Keep to the topic.
3. Respect others' opinions. Feel free to agree/disagree without taking matters personally.
4. Don't interrupt another student in the middle of a sentence or thought.
5. Relate your comments to what others have said.
6. Encourage others to talk.
7. Don't dominate the conversation.
8. Give verbal and non-verbal feedback to show you understand or don't understand.

Role of the Teacher

1. Create a climate of mutual acceptance, openness where students feel comfortable sharing/interacting.
2. Familiarize students with discussion as a learning activity before starting.
3. Encourage participation of all students -- eye-contact to shy/avoid dominant.
4. Provide a model of discussion participation.
5. Allow time for students to respond to questions, comments, instructions.
6. Give clear instructions to orient students to topic.
7. Re-direct discussion away from self.

III. DISCUSSION METHODS

Classroom discussions can be carried out in many different ways Try a variety to accustom students to sharing their ideas with others and build class unity. You may want to start with the less threatening topics for discussion. Listed below are several commonly used formats for group discussions:

1. *Dyads or Triads*: Talking with one or two partners.

2. *Restructuring*: Students getting out of their seats and interacting with others as a group.

3. *Small Groups*: Talking with 3 or 4 other persons.

4. *Full class* (larger group): Talking with all other class members.

5. *Panel or Debate*: Several students discussing different aspects of a topic among themselves and responding to questions from other class members.

6. *One Centered*: One student voluntarily acting as the center of attention for a short period of time.

IV. SUGGESTED DISCUSSION TOPICS WITH SAMPLE QUESTIONS

Arrival in the U.S.

1. What was your journey to the U.S. like?
2. What were your first impressions of the U.S.? Was it different from what you expected?
3. How did you feel during your first days in the U.S.?

Citizenship and Government

1. In your country, what does it mean to be a citizen? Are there other groups of people who aren't citizens? Who are they?
2. How do people in your country participate in the national and community life? What opportunities do they have to participate? Can everyone participate in all the opportunities? Why or why not?
3. In the U.S., what does it mean to be a citizen? What other kinds of residents are there? What different rights and responsibilities do those groups have?
4. What does the term "undocumented" alien mean? Why are there so many in the U.S.? What problems does an undocumented alien face? What rights does she/he have? What services are available in the community for that person?
5. What should be done about the problem and problems of undocumented aliens?

Culture

1. How much of what we do is influenced by culture?
2. What do we mean by "Culture Shock" or "Culture Fatigue"? In what ways have you faced it?
3. What have you done (or are you doing) to adjust to American culture?
4. What's the hardest thing to adjust to in American culture?
5. What's the funniest thing you have discovered about American culture? The nicest thing? The most confusing? The worst?
6. How much should people change when they live in a new culture? When, if ever, should a person ever "assimilate" totally into a new culture?

Current Events

1. Big News Stories - Where were you when you heard? How did you feel?
2. What is happening in your home country now? How do you find out about news from home?
3. How do you keep up with the national and local news here?

Daily Life

1. What was your daily routine in your home country?
2. What do you like better about your daily life here? What did you like better about your life in your home country?
3. What do you and your family like to do in your free time?
4. What are your hobbies?
5. What is easier/more difficult about daily life in the US? What was easier/more difficult in your home country?
6. What are the differences in daily routine for various social groups (classes) here and in your country?
7. What do you have to do in the U.S. that you didn't have to do in your home country? What do you choose to do here that you didn't do in your home country?
8. What is one thing you have learned to do here that you didn't know how to do before? How did you learn to do it?

Discussion

1. What is the value of discussion in learning a language?
2. What are the responsibilities of speakers and listeners?
3. What ground rules do you want to govern our discussion?

Education

1. Describe a teacher you liked or admired. What qualities did he/she possess? What do you expect from a teacher?
2. Is this English class the same as or different from schools in your country? In what ways? Should it be different?

Ethnic Groups

1. What are the different ethnic groups in your country?
2. What are the occupations that the different ethnic groups have?
3. Where did they come from? When? Why?
4. What special customs do they have?
5. How do they get along with other groups in the country?
6. Have there been conflicts between these groups and others? What kind? How did they start? Were they resolved? How?

Family

1. What people are included/excluded when you talk about your family?
2. How is family life different here from your country?
3. How is family life today different from what it was when you were a child?
4. Who earns money for the family?
5. Who gives advice to other family members?
6. What are traditional male/female roles in families in your country? How are they different from roles here?
7. How do children and adults relate to each other? What kind of activities do they do together?

Food

1. What is a typical breakfast, lunch, or dinner menu from your country?
2. Why do you eat certain foods? What do those foods do for your body?
3. How do you decide what to eat at each meal?

Foreigners

1. What kind of feelings do you think that people in the U.S. have about foreigners in general? About your ethnic group? Why do you think they feel that way?
2. How do people view foreigners in your home country? Are they ever totally accepted?

3. Have you encountered prejudice in this country? In what circumstances? How do you feel you should respond to prejudice?

4. In general, how do you feel about Americans? What has influenced your feelings?

Future

1. What is your greatest hope for the future? Your greatest fear?

2. Do people in your country plan a lot for the future? If so, how?

3. Do Americans seem to plan a lot for the future? In what ways?

4. What do you think the world will be like in the year 2000?

Health

1. What do you do when you get sick? go to the doctor? the clinic? nothing?

2. What do you do to stay healthy? do exercises? eat healthful food? take vitamins?

3. What medicines do you usually take when you get sick?

4. Do you know any home remedies from your country? What are they and what problem are they good for?

Language

1. How do you feel about your English skills now? Do you feel comfortable speaking English with Americans and others? Why or why not?

2. What's the biggest problem you have with English right now? What ideas do you have for overcoming it?

3. What do you think is the best way to learn a language?

4. What are you doing in addition to this class to improve your English?

5. What other languages do you speak? How did you learn them?

6. What other languages are spoken in your country? By what groups?. Why are different languages spoken? Are the other languages written as well as oral?

Politics

1. What type of government do you have in your country? What are the branches of the government? How do you feel about this system?

2. What is the highest office in the government? Who holds this position? How long does he/she stay in office?

3. Are there elections? How are they conducted? Does everyone vote? Are the elections honest?

4. How many political parties are there? What are they? Which party is your favorite? least favorite? Why?

5. What is the political orientation of the present government? How do you feel about it and why?

6. In your opinion, what should the government do to improve some of the problems facing your country and the world? Are these changes being made?

7. What are current political controversies in the U.S.? e.g., abortion, school prayer.

Time

1. In your country did you need a watch or clock? How did you decide when to do certain activity?

2. Who decided what you should do first, second, etc.?

3. Was it important to be in a place at a specific time? What happened if you weren't?

4. Did you have time to do all the things you wanted to do?

5. How has your use of time changed since you came to the U.S.? What is positive about that? What is negative?

6. How are meetings arranged in your country? What happens if you cannot attend a meeting? Do you notify the other person?

Telephone and Communication

1. In your country, what kinds of messages (births, weddings, changes of address) are communicated to people in other towns? How are they communicated?

2. Describe the telephone system.

3. How do people in the U.S. communicate across long and short distances?

4. How do you communicate with people outside of this area? Who do you communicate with?

Work

1. Do you have a job? What do you do? Is your job dangerous or safe? Do you like it? Why or why not?
2. Did you have a job in your native country? What did you do? What jobs are available in your homeland?
3. In your opinion, are job opportunities better in the U.S. or in your homeland?
4. What job do you want in the future?

RESOURCES FOR DISCUSSION

1. Bowers, Barbara, and John Godfrey. *Decisions, Decisions*. Agincourt, Ontario, Canada: Dominie Press, 1985.
2. Byrd, Donald, and Isis Clemente Cabetas. *React, Interact*. New York: Regents, 1980.
3. Christison, Mary Ann and Sharon Bassano. *Look Who's Talking*. Hayward, California: Alemany Press, 1981.
4. Ferreira, Linda. *Notion by Notion*. Rowley, Mass.: Newbury House, 1981.
5. Gaston, Jan. *Cultural Awareness Teaching Techniques*. Brattleboro, Vermont: Prolingua Associates.
6. Genzel, Rhona, and Martha Graves Cummings. *Culturally Speaking*. New York: Harper & Row, 1986.
7. Klippel, Frederike. *Keep Talking*. Cambridge, England: Cambridge University Press, 1984.
8. Lord, Carol, and Ann Silverman. *American Cultural Encounters*. Hayward, California: Alemany Press, 1981.
9. Rooks, George. *Can't Stop Talking*. Rowley, Mass.: Newbury House, 1983.
10. Rooks, George. *Non-Stop Discussion Book*. Rowley, Mass.: Newbury House, 1981.
11. Stempleski, Susan, et al. *Getting Together*. New York: Harcourt, Brace, Jovanovich, 1986.
12. Vogel Zanger, Virginia. *Face to Face: The Cross Cultural Workbook*. Rowley, Mass.: Newbury House, 1985.
13. Yorkey, Richard. *Springboards*. Reading, Mass.: Addison-Wesley, 1984.

For problem posing discussions, see the section in this document on Freire activities, and Nina Wallerstein's book, *Language and Culture in Conflict*, located in the SED library.

The *Talk Time Coordinator Handbook* by the Volunteer Training Project of Tacoma Community House in Tacoma, Washington, and the *Transcultural Study Guide* by the Volunteers in Asia give a variety of conversation themes and questions for classroom use. See the SED library for these handbooks.

RESOURCE BOOKS LISTED BY TOPICS

CLOTHING

Lifelines 1 (51-59)
Lifelines 2 (51-59)
English for Adult Competency 1 (105-118)
English for Adult Competency 2 (115-125)
Before Book One (25-28)
A New Start 1 (85-92)
Lifeskills and Citizenship (58-60)
Survival English (155-176)
A Conversation Book: English in Everyday Life, Book 1 (8-12)
Basic English for Adult Competency (62-65)
Hearsay (22-27, 94-99)

DAILY ROUTINE

Personal Stories (53-78)
A Conversation Book: English in Everyday Life, Book 1 (23-27)
Basic English Grammar (52-56)
Lifeskills 2 (22)

EMERGENCY

Basic English for Adult Competency (47-48)
English for Adult Competency 1 (63-64)
English for Adult Competency 2 (66-69)
Lifelines 2 (71-74)
Lifelines 3 (71-76)
Lifelines 4 (49-54)
Lifeskills and Citizenship (7)
Entry to English 2 (51-54)
Interactions: A Reading Skills Book (94-95)
Survival English (94)

FAMILY

Interactions: A Reading Skills Book (62-77)
A New Start 2 (91-95)
A Conversation Book: English in Everyday Life, Book 1 (28-33)
Basic Adult Survival English 1 (16-19)
Lifeskills 1 (37-41)
Survival English (65-83)
Write from the Start (14,28,29)
Personal Stories (1-26)
Milk and Honey 1 (23-26)
The Lopez Family
Getting Along in English (67-72)

FINDING A JOB

A Writing Book: English in Everyday Life (131-143)
Getting a Job and Filling out Forms (1-42)
Reading for Survival in Today's Society (138-145)
Real to Reel (83-89)
Basic English for Adult Competency (68-69)
English for Adult Competency 1 (123-137)
English for Adult Competency 2 (132-146)
Lifeskills and Citizenship (46-57)
A Conversation Book: English in Everyday Life, Book 1 (105-111)
Lifeskills 2 (30-34, 61-65)
English that Works
Basic Adult Survival English 2 (41-71)
Survival English (202-221)

FOOD

Lifelines 1 (41-49)
Lifelines 2 (41-49)
Hearsay (42-47, 108-113)
Basic English for Adult Competency (28-29, 33-35, 88-89)
English for Adult Competency 1 (30-31, 35-38)
English for Adult Competency 2 (32-35, 38-39)
The Lopez Family (18-25)
A Writing Book: English in Everyday Life (83-94)
Interactions: A Reading Skills Book (32-47)
A Conversation Book: English in Everyday Life, Book 1 (70-76)
Survival English (132-154)
Getting Along in English (8-12)
Basic Adult Survival English 1 (20-40)
Around Town (76-85)
Notion by Notion (10-11, 30-31)
Lifeskills 1 (42-49)
A New Start 1 (69-76, 103-109)
A New Start 2 (45-54)
Facts and Figures (85-107)

GAMES

Word Games 101
Action Plans
Games for Language Learning
Bridge the Gap
(These books contain mostly games. However, many other textbooks listed here also include games as supplementary activities).

GREETINGS

A Writing Book: English in Everyday Life (53-61)
Culturally Speaking (18-22)
Around Town (6-13)
Survival English (3)
Lifelines 1 (1-9)
Lifelines 2 (1-9)
Lifelines 3 (1-6)
Lifelines 4 (1-6)
English for Adult Competency 1 (3)
English for Adult Competency 2 (7-8)

HEALTH

Lifelines 1 (81-89)
Lifelines 2 (81-89)
Lifelines 3 (63-76)
Lifelines 4 (55-68)
Basic English for Adult Competency (38, 43-48, 94-95)
English for Adult Competency 1 (51-65)
English for Adult Competency 2 (53-69)
Interactions: A Writing Process Book (74-89)
Survival English (84-106)
Getting Along in English (43-48)
Culturally Speaking (137-153)
Lifeskills and Citizenship (7-17)
A Conversation Book: English in Everyday Life, Book 1 (119-131)
Around Town (86-93)
Notion by Notion (66-67)
Basic Adult Survival English 1 (91-121)
A New Start 2 (65-73)
Before Book One (40-43)
Lifeskills 1 (87-96)
Lifeskills 2 (69-75)
Intensive English for Communication (71-73)
Getting Along in English (44-48)

HOLIDAYS

A Conversation Book: English in Everyday Life, Book 1 (58-60)
Write from the Start (13, 32-34, 87-88)
Interactions: A Reading Skills Books (150-169)
A Writing Book: English in Everyday Life (53-60)
Culturally Speaking (83-88)

HOUSING

Lifelines 1 (61-69)
Lifelines 2 (61-69)
Lifelines 3 (51-56)
Lifelines 4 (41-47)
Basic English for Adult Competency (56-59)
English for Adult Competency 1 (85-100)
English for Adult Competency 2 (100-110)
Interactions: A Reading Skills Book (62-77)
Survival English (177-201)
Lifeskills and Citizenship (18-29)
Lifeskills 1 (58-67)
A Conversation Book: English in Everyday Life, Book 1 (34-53)
Basic Adult Survival English 1 (41-66)
Intensive English for Communication (115-120)
Personal Stories (27-52)
Getting Along in English (26-30)

LITERACY MATERIALS

A. ALPHABET

Before Book One (5-7)
Entry to English 2 (4-5)
A New Start 1 (5-12)
A New Start 2 (1-12)
A Conversation Book: English in Everyday Life, Book 1 (148-149)

B. VOCABULARY/SIGHT WORDS

Use the pictures and games from:
Basic English for Adult Competency
English for Adult Competency 1
English for Adult Competency 2
Survival English
A New Start, Books 1 & 2
Before Book One
Entry to English 2

C. PRE-READING

Before Book One (43-48)
A New Start 1 (1-12)
Entry to English 2 (1-3)
A New Start 2 (1-4)

D. PRINTING AND HANDWRITING

Printing and Handwriting
A Writing Book: English in Everyday Life (3-15)
A Conversation Book: English in Everyday Life, Book 1 (148-151)

E. SIGNS

Survival English (127, 129)
A New Start 1 (61-64, 77-84)
A New Start 2 (60-64, 96-97)
Basic English for Adult Competency (70-72)
English for Adult Competency 1 (76-77)
English for Adult Competency 2 (88-90)

F. PLACES

Survival English (114-116)
Before Book One (59-70)
A New Start 1 (112-118)

G. NUMBERS

Survival English (45-46)
Before Book One (1-4, 8-9, 11-12)
A New Start 1 (18-23, 29-30)
Entry to English 2 (25-31)

H. EASY READERS

Personal Stories
The Lopez Family

MONEY AND BANKING

Lifelines 1 (21-29)
Lifelines 2 (21-29)
Lifelines 3 (21-26)
Lifelines 4 (15-20)
Basic English for Adult Competency (30-32, 74-76)
English for Adult Competency 1 (39, 141-144)
English for Adult Competency 2 (41, 151-157)
A New Start 1 (29-40, 65-68, 110-111)
A New Start 2 (79-90)
Entry to English 2 (32-50)
Reading for Survival in Today's Society (147-156)
Lifeskills 1 (69-74)
Lifeskills 2 (12-17, 79-85)
A Conversation Book: English in Everyday Life, Book 1 (20)
Milk and Honey 1 Workbook (11)
Basic Adult Survival English 2 (20-40)
Basic English for Adult Competency (30-32, 74-76)
Hearsay (22-35, 72-79, 100-107)
Printing and Handwriting (50-51)
Intensive English for Communication (16-21)
Notion by Notion (76-77)

ON THE JOB

Basic English for Adult Competency (70-73)
A Conversation Book: English in Every Day Life, Book 1 (112-117)
Let's Work Safely
Speaking Up at Work
English That Works
Survival English (216-221)

OTHER COMMUNITY SERVICES

A Conversation Book: English in Everyday Life, Book 1 (86-97)
English for Adult Competency 1 (157-172)
English for Adult Competency 2 (167-186)
Survival English (222-246)
Lifeskills and Citizenship (30-37)
Basic Adult Survival English 2 (99-116)
Interactions: A Reading Skills Book (48-61)

PERSONAL I.D.

A Conversation Book: English in Everyday Life, Book 1 (2-5)
Basic Adult Survival English 1 (1-19)
Lifelines 1 (1-19)
Lifelines 2 (1-19)
Lifelines 3 (1-6)
Lifelines 4 (1-6)
Lifeskills 1 (7-13)
Hearsay (4-10)
Basic English for Adult Competency (2-22)
English for Adult Competency 1 (3-24)
English for Adult Competency 2 (4-24)
Entry to English 2 (7-24)
A New Start 1 (13-28, 54-60)
Survival English (1-32)
Milk and Honey 1 Workbook (1-8)
Notion by Notion (2-5)
Write from the Start (4, 15)

POST OFFICE

Lifeskills 2 (41-43)
Lifelines 1 (75-79)
Basic English for Adult Competency (77-78)
A Conversation Book: English in Everyday Life, Book 1 (86-97)
English for Adult Competency 1 (145-152)
English for Adult Competency 2 (158-162)
Survival English (222-246)
A Writing Book: English in Everyday Life (33-50)
Interactions: A Reading Skills Book (48-61)

SHOPPING

Lifelines 1 (41-44, 51-59)
Lifelines 2 (41-44, 51-59)
Lifelines 3 (43-49)
Lifelines 4 (35-40)
The Lopez Family (18-21)
A Conversation Book English in Everyday Life (73-84)
Notion by Notion (36-37)
Lifelines 3 (43-49)
Lifelines 4 (35-40)
Culturally Speaking (104-116)
Lifeskills 1 (42-52, 16-24)
Basic Adult Survival English 1 (33-38)
Survival English (142-145, 160-164)
Entry to English 2 (39-50)
Basic English for Adult Competency (35,62)
English for Adult Competency 1 (27-38, 105-117)
English for Adult Competency 2 (29-40, 115-125)

TELEPHONE

Lifelines 1 (91-99)
Lifelines 2 (91-99)
Lifelines 3 (77-83)
Lifelines 4 (69-75)
Hearsay (10-15, 80-93)
Reading for Survival in Today's Society (128-136)
Speaking up at Work (15-19)
A Conversation Book: English in Everyday Life, Book 1 (87-91)
Springboards (36-43)
Culturally Speaking (117-138)
Lifeskills 1 (11, 33-35)
Lifeskills 2 (47-48)
Around Town (30-33)

TIME/WEATHER

Survival English (47-58)
Reading for Survival in Today's Society (66-74)
Speaking up at Work (108-111)
Getting Along in English (1-6)
Notion by Notion (26-27)
Intensive English for Communication (33-35)
A New Start 1 (61)
Basic English for Adult Competency (23-24, 26, 41-42)
English for Adult Competency 1 (15, 19, 160-161)
English for Adult Competency 2 (12-14, 176-177)

TRANSPORTATION/DIRECTIONS

Lifelines 1 (31-39, 71-74)
Lifelines 2 (31-39)
Lifelines 3 (27-42)
Lifelines 4 (21-33)
Basic Adult Survival English 1 (67-90)
Basic Adult Survival English 2 (72-98)
Hearsay (48-65, 114-121)
Basic English for Adult Competency (50-54)
English for Adult Competency 1 (67-81)
English for Adult Competency 2 (76-94)
Real to Reel (37-50)
Survival English (107-131)
Lifeskills 2 (86-98)
Around Town (38-53)
A New Start 1 (77-84)
Notion by Notion (14-15)

EXIT CRITERIA FOR ALL LEVELS

LEVEL 1: LITERACY EMPHASIS EXIT CRITERIA

READING

- Recognizes block letters of the alphabet, and numbers from 1-100.
- Sounds out regular initial consonants, even though may have some difficulty (may not be aware of digraphs, such as sh, st).
- Reads and understands 50 common sight words written in block letters or standard typeface which are related to immediate needs and to the competencies studied.

WRITING

- Traces letters with strokes in the correct order with some assistance.
- Copies/writes own name and address correctly without assistance.
- Copies 30 very common words related to immediate needs with fairly legible handwriting.
- Writes numbers from 1-100.

LISTENING COMPREHENSION

- Understands the gist of slowed-down, repeated and/or clarified phrases, short sentences or questions about 25% of the time. Shows comprehension by short answer or physical response.
- Shows understanding of 20 formulaic phrases, such as greetings, personal questions and answers by responding with a gesture or a word which is culturally appropriate.
- Thoroughly understands the meaning of 100 concrete learned vocabulary words.
- Follows basic oral classroom instructions. Needs frequent clarification.

ORAL COMMUNICATION

- Produces vocabulary limited to 50 learned words and 10 phrases, questions and answers, and/or formulaic utterances. ("How are you? Fine.")
- Has no control of grammar.
- Responds to 10 simple learned questions. Asks 5 of these same questions. (Can produce fewer questions than he/she can respond to.)

- Occasionally asks for repetition with simple learned phrases (e.g., "Excuse me?").

LEVEL 1: REGULAR EXIT CRITERIA

READING

- Recognizes printed capital and small letters of the alphabet and numbers from 1-100.
- Sounds out vowels even though with difficulty.
- Sounds out consonants and consonant combinations in initial, medial, and final positions.
- Reads and understands 150 common sight words, and 25 short, simple learned phrases related to immediate needs and to the competencies studied.
- Reads and understands very simple paragraphs about own life.
- Reads very simple, sequential stories with known vocabulary after extensive practice.
- Can read labels such as price tags, food advertisements, and grocery receipts, specific to competency studied.

WRITING

- Copies sentences with correct usage of capital and small printed letters. Writes simple punctuation, such as the period, most of the time.
- Responds to oral spelling of word by writing it.
- Copies words, short sentences, and own personal stories with generally legible handwriting.
- Writes words for numbers from 1-10.
- Writes 50 very common words related to the competencies, or basic personal information, on simplified forms with assistance.

LISTENING COMPREHENSION

- Understands general meaning of selected simplified phrases, sentences or questions. Demonstrates comprehension by responding briefly and appropriately.
- Shows understanding of several conventional phrases such as greetings, small talk, or introductions by responding in a simple, culturally appropriate way.
- Thoroughly understands 300 vocabulary words and 50 very simple learned phrases and questions spoken slowly with frequent repetitions.

- Follows basic classroom instructions and selected job-related or community-related instructions. May need some clarification.

ORAL COMMUNICATION

- Expresses immediate needs using 30 very simple learned phrases and a vocabulary of 200 learned words related to competencies.

- Has some control of basic grammar.

- Responds to some learned questions. Asks a lesser number of these same questions.

- May ask for clarification sometimes (i.e., repetition or slower speech) with learned phrases. (e.g., "Excuse me?," "More slowly please.")

LEVEL 2 - EXIT CRITERIA

READING

- Reads and understands 250 sight words related to competencies and 100 simple learned phrases and short sentences related to immediate needs or from stories read in class.
- Reads and understands simple sentences that are already part of student's oral fluency and some new sentences related to immediate needs.
- Locates, reads, and understands information from simplified signs, menus, labels, etc.
- Reads and understands simple written instructions related to work and personal needs.
- Reads simplified, sequential stories with known and new vocabulary after some practice.

WRITING

- Correctly spells most familiar words and phrases related to immediate needs after thorough study.
- Writes simple sentences demonstrating limited control of sentence structure and verb forms after extensive practice. May make frequent errors without assistance.
- Fills out simplified forms which use familiar sight words without assistance, but with frequent errors.
- Writes simplified descriptive or narrative paragraphs on familiar themes following a model paragraph after extensive practice. May make frequent errors.

LISTENING COMPREHENSION

- Understands the main idea of slow, repeated and/or redundant face-to-face conversation on selected topics well enough to respond with a short answer.
- Shows understanding of most conventional and a few creative, culturally-specific interactions by responding appropriately. May need clarification often.
- Thoroughly understands 150 learned phrases, sentences and questions spoken slowly with frequent repetitions. May ask for clarification.
- Follows classroom, job and community-related instructions with repetition and rephrasing, and understands the gist of face-to-face interactions in these situations.

- Understands the main idea of non-face-to-face interaction such as telephone calls or the gist of radio programs and TV shows. May need help.

ORAL COMMUNICATION

- Expresses immediate needs using 100 simple learned phrases, questions and sentences and 350 learned vocabulary words. Occasionally clarifies own meaning.

- Has fair control of very basic grammar. Attempts to use more advanced grammar for fluency needs, but with little accuracy.

- Asks and responds to learned questions.

- Formulates and utters a few creative, non-learned phrases and sentences in face-to-face interactions. May often be inaccurate and halting.

- Responds very briefly to simple telephone interactions.

- Sometimes asks for clarification by having the speaker slow down, repeat or rephrase. Uses basic phrases such as "Excuse me?", "Can you repeat?", "What does ____ mean?"

LEVEL 3 - EXIT CRITERIA

READING

- Reads and understands materials on approximately 15 familiar topics including personal identification, family, time and weather, daily routine, money and banking, clothing and consumerism, transportation, housing, neighborhood, food, health, community services, occupations, home country or city.
- Reads and/or skims (1) simplified materials and achieves basic understanding after pre-reading discussions.
- Scans (2) non-simplified functional materials for information with 50% understanding.
- Uses bilingual dictionary to find meaning of unknown words.
- Expresses personal opinion or reaction to simplified passages written at a level equivalent to approximately third or fourth grade.
- Reads some non-simplified materials (e.g., notice from gas company), but may need a great deal of assistance.

WRITING

- Writes paragraphs and short essays on familiar topics with some assistance.
- Writes sentences, simple narratives, and personal correspondence, demonstrating fair control of grammatical structure, lexical choice and spelling.
- Fills in non-simplified forms related to personal, family and business needs. May require assistance often.
- Writes controlled compositions following a model passage.

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(1) Skims: Reads over material quickly for general idea of content.
(2) Scans: Searches through material to quickly find specific information (e.g., find a word in the dictionary).

LISTENING COMPREHENSION

- Understands the main idea and some details of everyday face-to-face conversations spoken at a slow speed. Asks for or indicates need for clarification.
- Participates in many types of culturally specific interactions with one or more speakers. May have difficulty understanding as the number of speakers, idiomatic content and fast speech (e.g., "Whaddayasay?") increase.
- Completes necessary daily activities involving spoken language in the community, at work and on social occasions with increasing confidence. Asks for help if needed. Demonstrates understanding of oral component of daily activities in the community, at work and on social occasions by responding appropriately and/or completing necessary tasks. Asks for help if needed.

ORAL COMMUNICATION

- Functions independently in most familiar situations and sometimes asks for help or clarification; initiates interaction on occasion.
- Shows some control of intermediate grammar (e.g., irregular past tense). Attempts to use more difficult grammar, but perhaps with less control.
- Asks and responds to direct questions on familiar and some unfamiliar topics.
- Relies less on learned phrases; speaks creatively, but with hesitation. Checks for accuracy/seeks confirmation that meaning is clear.
- Participates with some confidence and fluency in social situations when addressed directly. May be less confident speaking with several people at once.
- Communicates on the phone about familiar topics, even though with some difficulty.
- Speaks with some accuracy and with multiple sentence fluency on familiar topics.

LEVEL 4 - EXIT CRITERIA

READING

- Reads magazines, short stories, essays and/or books with fair understanding.
- Reads self-selected materials for pleasure with basic understanding.
- Skims newspapers and other non-simplified informational materials with basic understanding.
- Uses dictionary, thesaurus, or class notes to meet own needs.
- Critically evaluates main ideas in readings.
- Reads non-simplified functional materials (bank statements, manuals, rental agreements, etc.). May need assistance for full understanding.

WRITING

- Writes paragraphs and brief essays on a variety of familiar topics; may make some errors.
- Writes personal and business correspondence, memos and notes; may make some errors.
- Fills in non-simplified forms related to personal, family and business needs. May require assistance occasionally.

LISTENING COMPREHENSION

- Understands the main idea and many details of most everyday topics of conversations at slow to normal speed. May need repetition or rewording of conversations with fast speech, many participants, or idiomatic expressions.
- Has increasing ability to understand without face-to-face contact, e.g., telephone conversations, recorded messages, TV shows, radio programs.
- Thoroughly understands routine work, social, and community-related conversations.
- Listens to songs; watches T.V.; or attends movies, concerts, or other events in English for pleasure with fair understanding.

ORAL COMMUNICATION

- Functions independently in many social and work situations, but may need clarification occasionally.
- Shows fair control of intermediate grammar. More difficult grammar attempted with increasing success.

- Initiates interaction often, changes topic, speaks creatively, fairly fluently, and with reasonable accuracy.
- Communicates on the phone on familiar topics, with good accuracy.
- Expands on ideas in conversation, but may still speak with hesitation while searching for appropriate vocabulary and grammar.
- Clarifies general meaning easily and can sometimes convey exact meaning.

NEEDS ASSESSMENT

To guide development of a new curriculum, we had to determine our students' specific English language needs. In the winter of 1985, SED Center teachers administered a needs assessment questionnaire to their English-as-a-Second-Language students. This was done in both the day and the night ESL classes. We began using the results to prioritize topics and competencies in our new curriculum. Thus, we could stress the competencies which students found most urgent to their survival and advancement in this country.

In addition to this formal assessment, we developed an extensive list of problematic issues specific to our students, based on concerns they raised often in class. Instructors compiled, reviewed, and prioritized these issues. Community workers also added their input to deepen our understanding of the issues. The problem posing units that form a key component of this curriculum are a result of this process.

RESULTS OF QUESTIONNAIRE

JOBS

Of a total of 153 students who filled out the needs questionnaire, 131 work here in the United States. That's almost 85%! The list of occupations and the number of people who work at each of them is ordered from the occupation which most students have to the one that least have.

1) Housekeeper	21
2) Construction	15
3) Chef's Helper	14
4) Babysitter	8
5) Chef	5
6) Painter	5
7) Busboy	4
8) Carpenter	4
9) Gardener	4
10)Maintenance	4
11)Mechanic	3
12)Dishwasher	3
13)Baker	2
14)Cashier	2
15)Sculptor	2
16)Upholsterer	2
17)Others (mostly blue-collar)	33
Total Employed	**131**

Although the first three jobs are very different in nature, they do have implications for the curriculum. Working students have to follow directions or ask for help or clarification if they don't understand what is said. They should also be able to carry on simple conversations with their coworkers and superiors so that all parties feel more comfortable on the job. Conversations about leisure plans, the weather, sports, or other simple topics can be practiced in class, preparing students for such interaction at work. Since housekeeping, construction, and chef's helper currently are the three leading occupations, it is also a good idea to teach job-specific vocabulary which centers around the house, buildings, and the kitchen. This vocabulary is useful for everyone, even those working at other jobs.

NEED FOR TRANSLATION

In response to the question of whether someone translates for them, many of the 153 students replied in the affirmative; 74 have a friend translate, 37 turn to a son, daughter, or other relative, and 10 turn to an official translator or agency staff member. Only 48 students replied that they did not use translators. We assume that some students use more than one type of translator since the number of affirmative and negative responses on this question add up to more than the total number of students questioned (169). With an improvement in their level of English and in their confidence about speaking English, the number of students needing translators will, of course, go down. Therefore, teaching general language skills and boosting confidence in using English should be two goals of our curriculum.

USE OF TRANSPORTATION

When students were asked how they got around the city, they had the option of indicating as many means of transportation as they used. Of a total of 296 responses, 108 students take public transportation, 80 walk, 50 have someone else drive them, 38 drive themselves and 20 ride a bicycle. Since public transportation received over 35% of student responses, lessons about using the bus and subway should be included in the transportation unit of the curriculum.

CHILDREN

About two-thirds of the students are not parents; 106 don't have children, but 47 do. Of the students who have children, 49% (23) do not have children in school in the United States. The 24 parents of children in schools here send them to school in Maryland (1), Washington (18), and Virginia (5).

FACTORS AFFECTING FUTURE PLANS

When asked whether they planned to stay in the U.S., there was some hesitation on the part of the students to choose, as reflected in not answering the question or, in some cases, circling both answers or writing that they didn't know. Out of 153 students, responding to this item, 98 indicated that they plan to stay, 21 that they do not, and 34 didn't respond to this item. The factors that affected their decision, according to the respondents, were:

1) language difficulties	63
2) family	61
3) Political or economic situation in their country	58
4) job	54
5) legal status	53
6) homesickness	33
7) housing situation	5

Students who intended to stay in the U.S. also were asked to identify their long-term plans from a series of choices that included: staying home, studying English, training for a new job, getting a job, working and studying, returning to their country or studying in a college or university. Since more students responded to this question than had stated plans to stay, we assume that many students simply responded with their plans for whatever period of time they plan to spend in the U.S. Out of the total of 151 students, 114 plan to work and study, 106 to study English, 63 to train for a new job, 37 to get a job, and 7 to study in a college or university. There were multiple responses by some students which accounts for a total figure higher than 151.

EDUCATIONAL BACKGROUND

Educational background in their homelands varies considerably from student to student. Below is a list of the grades and the number of student who completed each one.

Grade Level	# of students
1	1
2	3
3	9
4	6
5	10
6	7
7	10
8	5
9	18
10	10
11	3
12	28
Technical School	3
University	26
Total	**139**

The average grade level completed by students who answered grades 1-12 was 9th grade. Some students had not had any formal schooling, but this was not reflected on the questionnaire as there was no category for them to mark. Almost one-third (31%) had attended some university classes.

IMMEDIATE PLANS

When students were asked about their plans for the next six months, 30% of them cited studying English as their first priority. Another 28% responded that their first priority was to work and study. They replied as listed below.

1) study English	134
2) work and study	123
3) train for a new job	66
4) study in a college	52
5) look for work	42
6) stay in my house	18
Total	**435**

Here again students showed a multitude of plans by indicating more than one answer to the question.

OTHER LANGUAGES

Students were asked what language they speak and listen to most of the time at home and at work. Students' pressing needs for instruction in English become clearer when we note again that 85% have jobs in the U.S., 77% speak and listen to mostly Spanish at home, but 55% speak and listen to mostly English on the job. See results below.

"At home I mostly speak and listen to ____________."

1) Spanish	119
2) English	21
3) Portuguese	5
4) Arabic	2
5) Other	6
Total	**153**

"At work I mostly speak and listen to ______________

1) English	68
2) Spanish	14
3) Spanish and English	14
4) Portuguese	3
5) Other	3
Total	**122**

Then students were asked what language they read. Students provided more answers than there were questionnaires, perhaps because some students read in more languages than just English and Spanish. See below.

"In what language do you read?"

1) Spanish only	89
2) English and Spanish	57
3) English only	17
4) French	4
5) Portuguese	3
6) Other	13
Total	**183**

Having established that students do indeed need English outside of the classroom to function in their daily lives, we wanted to find out more specifically where the students go, where they have to use English, and where they would like to use English. In this way we will be able to design the curriculum to prepare students for the situations which they encounter outside the classroom.

WHERE STUDENTS GO AND WHERE THEY USE ENGLISH

The three questions that follow were designed to pick out the locations where students go regularly, the ones where they have to use English and the ones where they would like to use English. Although the exact order varied from question to question, students chose the same four out of five categories for their top answers to all three questions. The top four categories were: the bank, the post office, the supermarket or store, and their workplace. Restaurants were also cited as a place where most students wanted to and had to use English. Here are the results to those questions.

"Which of these places do you go regularly?"

1) English classes	135
2) supermarket/store	143
3) post office	120
4) work	106
5) bank	97
6) drugstore	91
7) church	86
8) fast food restaurants	82
8) movies	79
10)restaurants	78
11)health clinic/hospital	55
12)disco	51
13)homes of American friends	50
14)looking for work	45

"Which of these places do you have to use English?"

1) post office	123
2) supermarket/store	120
3) bank	111
4) work	98
5) restaurants	91
6) health clinic/hospital	90
7) fast food restaurants	81
8) movies	75
9) looking for work	68
10)homes of American friends	63
11)disco	56
12)library	54
13)church	52
14)police station	47
15)social services office	43
16)sports event	39

"Where would you like to use English?"

1) post office	110
2) work	105
3) supermarket/store	102
4) bank	101
5) restaurants	93
6) drugstore	93
7) health clinic/hospital	92
8) looking for work	69
9) homes of American friends	66
10)police station	66
11)fast food restaurants	63
12)movies	59
13)library	59
14)social services office	51
15)sports event	50
16)disco	40
17)legal office	38
18)children's school/daycare	26
19)church	4

As our results show, it is important to help students function at the bank, the supermarket or store, the post office, at work and in restaurants. They will need to be able to manipulate numbers, money, food products, and to be able to read and write simple information required in these locations.

ANXIETY USING ENGLISH

When asked which situations made them nervous because their English was not adequate, students' responses showed they need a number of background skills to function well in their new environment. For example, the situation that most respondents cited as making them nervous was using the telephone. Working up to this skill in the classroom requires many sub-skills such as counting, greeting, and asking for the clarification that is not provided by body language over the telephone. Besides concrete skills such as this one, students also show a need for confidence-building.

Students will gain more confidence in their ability to use English and to interact in a new culture if they are given a series of successful learning experiences inside and outside of the classroom. In this way they will not feel so nervous when talking to people they do not know, which was the second most cited of the situations which made students nervous.

Concentration on both skill-building activities and on confidence-building will help students confront many of the situations which make them nervous with a more active stance.

READING

When asked about what they would like to be able to read in English, the students answered the following.

1)	newspapers/magazines	114
2)	application forms	106
3)	job training manuals	94
4)	books/novels	88
5)	medicine labels	87
6)	directions for machines or machines	87
7)	street signs	73
8)	university texbooks	66
9)	house or apartments	65

Since magazines and newspapers were the top category chosen, it seems logical to include them in the reading curriculum. Students can expand their writing skills by responding to articles with their own opinions. These activities should be done after students have been brought up to the necessary level to benefit from them. Display advertising, on the other hand, affords a textual-visual source that even beginning students can react to.

The results of the needs questionnaire above will be used to choose which topics and competencies students have to learn most urgently to meet their self-stated needs. By keeping these results in mind, we will be able to make the curriculum more flexible, to adapt it to the specific desires and needs of the student population of our program at the SED Center.